


1986

# In Preparation Lesson Plans for an Intensive German Course

Renate Falk Cammin  
*SIT Graduate Institute*

Follow this and additional works at: [https://digitalcollections.sit.edu/ipp\\_collection](https://digitalcollections.sit.edu/ipp_collection)

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Curriculum and Instruction Commons](#)

---

## Recommended Citation

Falk Cammin, Renate, "In Preparation Lesson Plans for an Intensive German Course" (1986). *MA TESOL Collection*. 615.  
[https://digitalcollections.sit.edu/ipp\\_collection/615](https://digitalcollections.sit.edu/ipp_collection/615)

This Thesis is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact [digitalcollections@sit.edu](mailto:digitalcollections@sit.edu).

IN PREPARATION  
lesson plans for an intensive German course

Renate Falk Cammin

Submitted in partial fulfillment of the requirements for the  
Masters of Arts in Teaching degree at the School for  
International Training, Brattleboro, Vermont.

July, 1987

This project by Renate Cammin is accepted in its present form.

Date \_\_\_\_\_

Project Adviser \_\_\_\_\_

Project Reader \_\_\_\_\_

### Acknowledgements

I would like to thank Annie Hawkinson for her helpful comments on the visual lay-out of the lesson plans. Her sense for order and organization has been an inspiration to me in my work as a teacher and writer.

Also, I would like to thank Cecile French for her support and conversations about innovative teaching techniques, helping me to keep the focus on the MAT spirit.

In addition I would like to thank Elisa Leigh for her perfect proofreading and her comments that made me stick it out at the computer, Reika Ebert for her input, and Ellen Sperling for her two great drawings: "The Family Tree" and "The Morning Routine".

Finally, I would like to dedicate this thesis to my mother who encouraged me to love books and whose travel-loving nature I share.

## ABSTRACT

This paper consists of ten lesson plans for the predeparture program of the Outbound Program at the Experiment In International Living and programs similar to it.

The lesson plans are designed for both beginning and intermediate students of German. Special emphasis is given to communicative competencies, such as: introducing oneself and the increase of student's awareness of cultural differences between the American and German culture.

The lesson plans span a time period of ten days. The ten days are divided into three modules plus one additional day. Each module covers three basic topics which provide the focus for each day. The first topic centers around the students' personal needs, serving as the focus of the first days of each module. The second topic concentrates on the student in relation to his or her family, thus giving the second days of each module the family as a focus. The third topic gives the student the opportunity to explore his or her relationship to the larger community, ranging from his or her city to his or her country. This provides the focus for the third days of each module. The tenth day serves as a synthesis of all previous days.

## Contents

### Introduction

1. Background	1
2. Organization Of Independent Professional Project	2
3. Organization Of Each Lesson Plan	6

### Module I

1. Day One	9
2. Day Two	24
3. Day Three	38

### Module II

1. Day One	50
2. Day Two	68
3. Day Three	83

### Module III

1. Day One	99
2. Day Two	116
3. Day Three	131

DAY TEN	146
---------	-----

## INTRODUCTION

### 1. BACKGROUND

The lesson plans presented here were inspired by my work for the Outbound Program of The Experiment in International Living (EIL) in Brattleboro, Vermont. The Outbound Program offers American high school students the opportunity to live abroad in host families for a period of six to eight weeks during the summer vacation. The objective of this program is to enhance cross-cultural understanding, and this is facilitated by a two-week long predeparture program during which the participants explore cultural issues and study the language of their host country.

I worked for this program as a German teacher, teaching five hours a day, six days a week in the summer of 1984. My experience as a teacher was rather limited, and I felt overwhelmed by the task of spending five hours a day with the same group of students and teaching them the necessary linguistic survival skills needed to live in a German host family. In my inexperience, I struggled from day to day, trying to cope and preparing for my classes into the wee-hours of the morning. Even though I spent all these hours in preparation, I was unable to plan beyond 'tomorrow' and I felt this to be the greatest lack in my teaching. I could not establish long-term goals for my class, and the structures I taught seemed arbitrary to me. "What should I teach when

there is so much to learn?" was the question I continually asked myself.

Since I did not answer this question then, I incorporated it into one of my goals during the MAT program. I wanted to be able to plan one week at a time, and to gain a perspective on what students should and could learn during this time period.

The decision to have the topic of my thesis be materials development, and specifically lesson plans, seemed to be a natural choice for me, since lesson planning and the development of a cohesive course for students going abroad had been a major issue for me. This paper serves three purposes: 1) fulfilling the final requirement for my Master's degree; 2) acting as a synthesis of what I have learned as a teacher until now; 3) offering ideas and guidelines to German teachers at the Outbound Program and programs similar to it.

## 2. ORGANIZATION OF THE INDEPENDENT PROFESSIONAL PROJECT

The lesson plans span a time period of ten days. The ten days are numbered (one through ten), and are divided into three modules plus one additional day (DAY 10). Each module contains three consecutive days (MODULE ONE: DAY ONE, DAY TWO, DAY THREE) and constitutes a complete unit.

### The Modules:

Each module covers three basic topics. The topics provide the

focus for each of the three days. The first day of each module focuses on the students' personal needs. The second day of each module centers around the family in relation to the student, and the third day of each module focuses on the student in relation to his/her environment.

My assumption about American high school students is that they enjoy talking about themselves. To focus the student's attention on him or herself allows the student to be on familiar ground, and captures his or her attention. I further believe that the ability to know and talk about oneself is essential to establishing relationships with other people. Since these lesson plans are designed to prepare students to live abroad, with the objective of enhancing cross-cultural communication, making friends and establishing relationships is an integral part of this.

The three topics: the self, the family, and the environment, build a logical unit for me because they are extensions of each other. The first topic, the self, is first explored by itself and in relation to the other topics. I see the family as one of the outer layers of the self, while the environment is an outer layer of the family and as such the self. All three topics are interrelated and effect each other; thereby lending themselves to cross-referencing.

The difference between the three modules is based on the students' increasing ability to handle more complicated material, allowing deeper explorations of the topics as the students move from one module to another. Later modules build on material previously learned in preceding modules. For



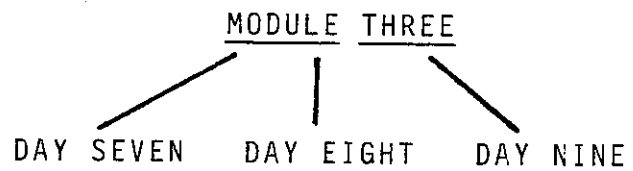
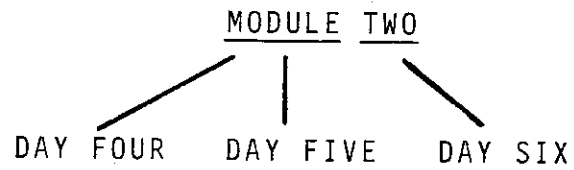
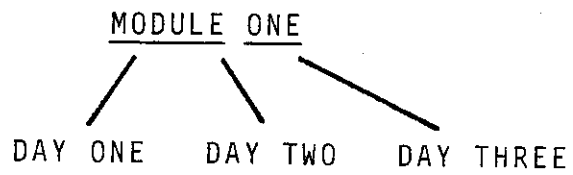
example, students learn in Module One, Day One how to introduce themselves, using the present tense. Module Two, Day Four (the first day of this module) uses the same topic, self-introduction, this time elaborating further with a description of one's daily routine, using the present tense plus the newly introduced word order with time expressions. In this way the student is gradually expanding his/her repertoire while focusing on the same topic.

#### DAY TEN:

The tenth day is a synthesis of all previous days. The three topics are combined, and the student is challenged to present himself in relation to all three issues.

The relationship between the modules and lessons is represented in the following course overview diagram.

## COURSE OVERVIEW DIAGRAM



DAY TEN

### 3. ORGANIZATION OF EACH LESSON PLAN

The first page of each lesson plan gives the teacher an overview of the material to be presented. The material is categorized into competencies and proficiencies.

A competency is defined as:

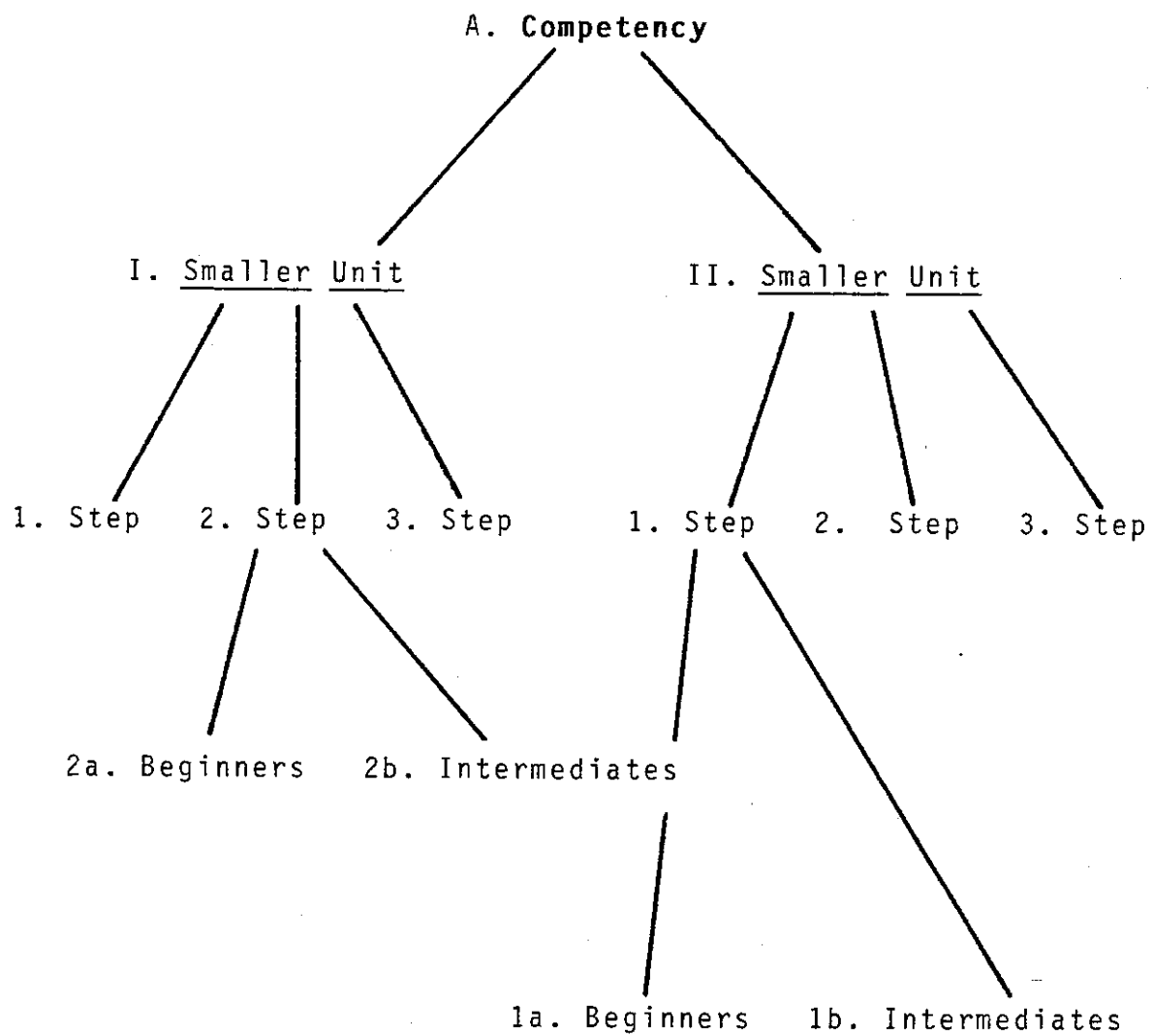
An expectation of what the student will be able to do or say in the target language. It serves as a goal setting for the student.

A proficiency is defined as:

A linguistic structure which is needed in order to perform the competencies.

Activities are described with reference to different competencies (indicated in bold print). The competency areas are then further divided into smaller units (marked by roman numerals and underlined) which contain the proficiencies and related vocabulary. The units are divided into steps (marked with numbers). Since I chose to write these lesson plans for two levels: beginning and intermediate, I have divided the steps whenever necessary for these two groups. In the text this is indicated by 'a' for beginners and 'b' for intermediates, following the step number. Beginning level is defined as: having no knowledge of the language; intermediate level as: having some knowledge.

## LESSON OVERVIEW DIAGRAM



## **Module One**

This module is designed to enable the student to develop a personal repertoire with which s/he can present her/ himself (DAY ONE), her/his family background (DAY TWO), and the environment s/he comes from (DAY THREE). The material presented in MODULE ONE will enable the student to respond to common questions asked by her/his host family and others while staying overseas.

## MODULE ONE / DAY ONE

"Who Am I? "      "Wer bin ich?"

### Communicative Competencies

#### Language:

- to introduce oneself (B)
- to greet, respond to greetings (C)
- to take leave (D)

#### Culture:

- to use appropriate gestures when greeted (C)
- to develop an understanding of formal versus informal form of address (D)

### Structural Proficiencies

#### Beginning:

- regular verbs present tense
- "haben" / "sein"
- personal pronouns (ich, du, er, sie...)
- subject / verb inversion
- interrogative pronouns

#### Intermediate:

- review beginning structure
- irregular verbs present tense
- review definite / indefinite articles

Time needed: 3 hours

## PROCEDURE

### A. Icebreaker

#### I. Familiarizing the students with one another

1. Hand out description of yourself (teacher); see Appendices 1.1 and 1.2. Read out loud. Ask students to reread text in pairs and to write down all unfamiliar words. Go over meaning with whole class, translating unfamiliar words.
- 2a. Ask beginners to compile a list of all cognates. Write them on brown paper, categorizing them into adverbs, verbs, nouns, and other. Ask for additional German words they know. Encourage students to come up with further cognates.
- 2b. Ask intermediate students to point out difficulties (difficulties as defined by students themselves) in structure (irregular verbs, word order with subordinate conjunctions, etc.).
- 3a. Hand out question list based on teacher description to beginners; see Appendix 1.3. Go over vocabulary. Students answer questions orally.

- 3b. Ask intermediate students to form 10 questions using as many different interrogative pronouns as possible. Review question formation and interrogative pronouns.



## B. To Introduce Oneself

### I. Asking and answering personal questions

1. Have students ask each other questions, modifying questions used for teacher description. Students work in pairs, interviewing each other. Students should write down answers to their questions.

### II. Introducing somebody and asking additional questions

1. Students introduce themselves as their interview partner.  
Betsy: "Ich heie Jane, ich wohne..."
2. Encourage students to ask additional questions about the person being introduced.

## C. To Greet Someone, Respond To Greetings

### I. Introducing and practicing greetings

1. Show students greeting chart; see Appendix 1.4. Present each greeting individually by assuming each character. Use appropriate gestures (handshake, absence of it). Ask students to identify elements which represent formality or informality (i.e. "Sie" versus "du" or handshake versus no handshake).
2. Have students act out each greeting, using the appropriate gestures.
3. Supply students with situations (i.e. at a convention, at a friend's house, etc.). Let students choose and act out the appropriate greeting.

D. To Take Leave

I. Introducing and practicing leave-taking

- 1a. Ask beginning students to write a chart like the one introduced for greetings. This chart is in English, listing expressions in English which are used for leave-taking in the United States. Translate each expression.
- 1b. Ask intermediate students to write down all the German expressions used for leave-taking that they know and to list them in order of degree of formality.
2. Cueing the students with a greeting, elicit the appropriate leave-taking.

**E. To Develop An Understanding Of Formal Versus Informal  
Forms Of Address**

**I. To emphasise the cultural meaning of "du" versus "Sie"**

1. Have students stand up and face a partner, with toes and nose almost touching. Encourage students to converse in this position for 3-4 minutes.
2. Ask students to express the feelings they have had during this activity. Relate their experience(s) to those of a German if addressed with the incorrect personal pronoun.

## E. To Use Everything

### 1. Incorporating the learned material of today

#### Activity #1

1. Ask one student to think of someone famous who everyone in the class will know (Hitler, Madonna, etc.). The class has to guess the identity of the person by asking yes/no questions. Students take turns. The person who guesses correctly wins. Write every question on the blackboard during the game.
2. Assign a famous personality to every student by taping an index card with the celebrity's name written on each student's back. Everyone except the student will now see his/her identity. All students will ask each other yes/no questions to find out who they are. Refer students to the questions listed on the blackboard.

#### Activity #2

1. Give each student a large piece of brown paper and a magic marker. Students should write a personal profile listing who they would be, had they been born in Germany; see Appendix 1.5.

2. Ask students to introduce themselves with their German identities, using the written profiles.

## **1.0 APPENDICES**

### Appendix 1.1: Teacher description - beginning

Ich heisse Falk Cammin

Ich bin 26 Jahre alt.

Ich wohne in Hamburg. Hamburg ist in Deutschland.

Ich bin Studentin. Meine Schule heisst: School for International Training.

Ich bin intelligent, sportlich, optimistisch, realistisch, nicht konservative.

Ich habe einen Fisch und eine Katze. Mein Fisch liebt meine Katze nicht. Ich liebe Musik, Literatur und Politik.

Meine Hobbies sind: Karate, Fahrradfahren und Diskutieren.

Im Moment arbeite ich in Brattleboro, Vermont. Vermont ist in Neu England. Ich arbeite an einer High School. Ich bin Lehrerin.

Ich habe viele Freunde und wir trinken oft Bier zusammen und diskutieren ueber Politik.



### **Appendix 1.2: Teacher description, intermediate**

Ich heisse Falk Cammin. Ich bin in Hamburg, West-Deutschland geboren. Ich bin 26 Jahre alt und wohne seit 3 Jahren in den U.S.A.

Ich bin Lehrerin an einer High-School in Brattleboro, Vermont. Ich wohne aber nicht in Brattleboro, sondern in Guilford. Jeden Morgen fahre ich 15 Minuten mit dem Auto zur Schule. In meiner Freizeit spiele ich gern Tennis, fahre gern Fahrrad und diskutiere mit Freunden. Ich lese auch sehr gern, besonders Krimis und Science Fiction. Meine grosse Liebe ist das Reisen. Ich bin sehr viel in Europa und Amerika herumgereist. Obwohl ich schon lange in den U.S.A bin, vermisse ich Deutschland manchmal, besonders das Bier und die Kneipen.

### **Appendix 1.3: Questions based on the teacher description**

1. Wie heisst die Lehrerin?
  2. Wie alt ist Falk?
  3. Wo wohnt Falk?
  4. Wo ist Hamburg?
  5. Wie heisst Falks Schule?
  6. Ist Falk pessimistisch?
  7. Welche Hobbies hat sie?
- etc.

#### Appendix 1.4: Chart for greetings

Formal      Einen schoenen guten Morgen. Wie geht es Ihnen?

Tag

Abend.

Guten Morgen. Wie geht es Ihnen?

Guten Tag.

Guten Abend.

Morgen! Wie geht's?

Tag!

Abend!

Hallo! Wie geht's?

Informal      Hi!

### Appendix 1.5: Personal Profile

Name:

Alter:

Wohnort:

Eltern:

Nummer von Geschwistern:

Freunde:

Hobbies:

Gut in:

Schlecht in:

Groesster Traum:

## MODULE ONE / DAY TWO

"My Family And I"      "Ich und meine Familie"

### Communicative Competencies

Language:

-to introduce one's family (A)

Culture:

-to choose the correct form of address (C)

### Structural Proficiencies

Beginning:

-gender of nouns

-possessive pronouns

(mein, dein ...)

-negation with "nicht"

-numbers 1-99 (B)

Intermediate:

-review beginning structure

-accusative case

Time needed: 3 hours

## A. To Introduce One's Family

### I. Introducing and practicing kinship terms

1. Introduce basic kinship terms, using fictitious family tree, see Appendix 2.1.

#### 2a. For beginning students:

Practice kinship vocabulary by pointing to two family members (i.e., Erika Lenz and Bill Bowmann)

Teacher: Erika Lenz ist Bills ...

Student: Erika Lenz ist Bills Grossmutter.

#### 2b. Have intermediate students make up questions:

Student 1: Wer ist Bills Grossmutter?

Student 2: Bills Grossmutter ist Erika Lenz

### II. Introducing or reviewing possessive pronouns

1. Introduce or review possessive pronouns by pointing to a family member (i.e., Erika Lenz) and assign the character to one of your students.

Teacher: Jessica, du bist Erika Lenz. Wer ist dein Enkelsohn? Mein...

Student: Mein Enkelsohn ist Bill Bowmann.

Teacher: Allison, wer ist Jessicas Enkelsohn? Ihr...

Student: Ihr Enkelsohn ist Bill.

2. Ask students to pair up and fill out the worksheet; see Appendix 2.2. The objective is to do it as fast as possible. Let students keep time.

### III. Introducing additional vocabulary on family

1. Introduce the Lenz family again, involving the students in a soap opera. Students are encouraged to supply information on personal data, characteristics of individuals, and feelings people in the family have for each other. Write all new vocabulary on blackboard. Introduce nontraditional kinship terms (first wife, step-mother, etc.); see Appendix 2.3.
2. Ask students to reconstruct the story orally. Refer students to vocabulary on blackboard.

### IV. Introducing one's family

- 1a. Ask beginning students to jot down key words which help them to introduce their families orally, using photographs of their families. Give students vocabulary. Ask students to introduce their families to the class.
- 1b. Ask intermediate students to introduce their families, using family photographs. Tape each presentation.

2. Encourage students to ask additional questions after each presentation.
  
- 3b. Ask intermediate students to transcribe two or three presentations. Ask students to correct the transcribed introduction in small groups. Review grammar as necessary.



## B. For Beginners Only: Numbers 1-99

### I. Introducing and practicing numbers 1-99

1. Introduce the numbers 1-12 by writing each number on the blackboard with the word written underneath each number. Practice pronunciation by pointing to numbers; first in sequence, then out of sequence. Erase the written words underneath each number and continue with the activity as described above. Give ample practice by giving students simple mathematical exercises.

Teacher : Zwei plus drei ist...?

Students: Fuenf.

2. Practice numbers 1-12 with "adding machine". Assign the numbers 1-12 to students so that everybody has at least one number. The teacher points to a student who must say her/his number and the word "plus" and points to another student who says her/his number plus the word "ist". The student who has the number of the answer jumps up and shouts her/his number. This student then starts the next round.
3. Introduce numbers 20, 30 etc. with grid; see Appendix 2.4. Show formation of two-digit numbers. Point first to one of the 20, 30, etc. number, asking students to say number out loud, then point to the word "und" and finally to the one-digit number.

4. Play Number Bingo to practice numbers 1-99. Each student has a grid with five vertical and five horizontal squares in front of her/him; see Appendix 2.5. Each student writes one number (1-99) in each of the 25 squares. The teacher calls out numbers at random. If a student has the number which is being called on her/his grid, s/he checks it off. The first student to have checked off all the numbers calls: "Bingo!" and wins.

C. To Choose The Correct Form Of Address

I. Developing criteria on which to base the choice between "Du" and "Sie"

1. Ask students to assume a character (i.e., policeman, child, adolescent drug abuser, etc.) Write German equivalent on an index-card. Discuss with students how each individual character would be addressed by different people (teacher, mother, co-worker etc.). Students have to attach the index-card to themselves so that the card is visible to everyone.
2. Ask students to enact a cocktail party. Students have to talk briefly with each other, using the correct personal pronoun according to their character. Walk around and check on students pronoun choice.

## **2.0 APPENDICES**

Appendix 2.1: Family tree



## Appendix 2.2: Worksheet for kinship terms

### "Die Familie"

How quickly can you complete this chart?

TIME: \_\_\_\_\_

1. Der Sohn meines Onkels ist mein \_\_\_\_\_
2. Die Mutter meines Sohnes ist meine \_\_\_\_\_
3. Der Sohn meiner Mutter ist mein \_\_\_\_\_
4. Der Sohn meiner Schwester ist mein \_\_\_\_\_
5. Die Tochter meines Onkels ist meine \_\_\_\_\_
6. Der Vater meiner Kusine ist mein \_\_\_\_\_
7. Die Tochter meines Sohnes ist meine \_\_\_\_\_
8. Die Mutter meiner Mutter ist meine \_\_\_\_\_
9. Der Enkel meines Vaters ist mein \_\_\_\_\_
10. Der Sohn meiner Tochter ist mein \_\_\_\_\_

### Appendix 2.3: Script for soap opera with student input

(Reminder for teacher: WRITE NEW VOCABULARY ON BROWN PAPER OR BLACKBOARD)

Teacher: Herman und Erika Lenbz sind verheiratet (point to ring-finger, indicating wedding ring). Sie haben 2 Kinder, Manfred und Ilse. Ilse ist ... wie alt ist Ilse?

Students: 35 Jahre.

Teacher: Ja, Ilse ist 35 Jahre. Sie hat einen Mann. Er heisst...wie heisst ihr Mann?

Students: Michael.

Teacher: O.K., Michael. Michael und Ilse haben eine Tochter, Monika. Monika hat ein Problem. Was ist ihr Problem?

Students: Drogen.

Teacher: Ja, sie hat ein Problem mit Drogen. Monikas Vater, ...wie heisst er nochmal?

Students: Michael.

Teacher: Ach ja, Michael. Michael hat auch ein Problem. Er ist in Hilde Lenz verliebt. Hilde Lenz ist seine Schwaegerin. Aber Hilde ist mit... mit wem ist sie verheiratet? Students: Mit Manfred.

Teacher: Richtig. Manfred ist Hildes Mann. Manfred und Hilde haben ein Kind. Wie heisst es?

Students: Bill.

Teacher: Bill ist nicht das eigene Kind von Hilde und

Manfred. Warum? Ist er adoptiert oder ist er aus der ersten Ehe von Hilde?

You may expand the story following this pattern. The Lenz grandparents could have a birthday with everyone present. Hilde and Michael could be found by the grandmother in a compromising position and a family drama could erupt. Whenever possible ask students to supply information, so the soap opera becomes their product.



Appendix 2.4: Number grid

	1	2	3	4	5	6	7	8	9
10									
20									
30									
40									
50				und					
60									
70									
80									
90									

## Appendix 2.5: Bingo Board

## MODULE ONE / DAY THREE

"My City And I"

"Meine Stadt Und Ich"

### Communicative Competencies

#### Language:

- to talk about one's city/  
state (A)
- to talk about the weather (C)

#### Culture:

- to familiarize one-  
self with kilome-  
ters and celsius (C)
- to develop an under-  
standing of the German  
concept of distance (B)

### Structural Proficiencies

#### Beginning:

- regular word order
- more interrogative pronouns
- negation with "nicht"/"kein"

#### Intermediate:

- review beginning  
structures
- prepositions of  
direction

Time needed: 3 hours

## PROCEDURE

### A. To Talk About One's City / State

#### I. Answering questions about one's city/state:

- i. Woher kommst du?
- ii. Wo ist \_\_\_\_\_?
- iii. Wie weit ist das von New York City?

1a. Ask beginning students question #i: "Woher kommst du?"  
List all of the students' cities on blackboard.

1b. Ask one intermediate student questions #i and #ii.

Expand on the information:

Teacher: Woher kommen Sie, Anna?

Student: Ich komme aus Brattleboro.

Teacher: Ahh, Brattleboro. Wo ist das?

Student: Brattleboro ist in Vermont.

Teacher: Was ist 'Vermont'?

Student: Vermont ist ein Staat.

Teacher: Wo liegt Vermont?

Etc.

Continue eliciting information on the state's location, temperature, attractions, terrain, population, industry, and desirability to live there. Encourage other students to answer general questions about the particular state.

List each answer on the blackboard underneath:  
"Brattleboro, Vermont"; see Appendix 3.1.

- 2a. Ask beginning students question #ii: "Wo ist \_\_\_\_\_?"

Teacher: Elisa, du bist von Vermont. Wo ist Vermont?

Im Sueden, Norden, Westen, oder Osten?

Student: Vermont ist im Norden.

Teacher: Ahh, Vermont ist im Norden. Ist das richtig,  
Fred?

Student: Vermont ist im Nord-Osten.

Write all directions on blackboard. Ask every student  
for the location of her/his state. Encourage them to be  
as specific as possible (Nord-Osten, Sued-Westen, etc.).  
List each answer underneath the specific state.

- 2b. Ask 4-5 students to answer detailed questions about their  
hometown, following the pattern of step 1b. By the end of  
this step 5-6 different states should be described and  
listed on blackboard.

3. Ask students question #iii: "Wie weit ist Brattleboro  
von New York City?" Review numbers if necessary. Write  
mileage underneath the city/cities.

**B. To Develop An Understanding Of The Cultural Concept Of Distance**

**I. Explaining the difference between miles and kilometers**

1. Tell students that you do not understand the term "miles". Introduce the term "Kilometer". Ask students if they know how many kilometers fit into one mile. Give equation if necessary ( $1.6 \text{ km} = 1 \text{ mile}$ ). Ask students to state the distance from their hometown to New York City in kilometers.

**II. Developing an understanding of the German concept of "far"**

1. Ask students how far they would drive to see a good movie. Write different answers on the blackboard. Ask students how far they would drive to work if the position was well paid. Write the various answers on the blackboard.
2. Ask students to estimate how many times Texas fits into the continental U.S. Write the answer on the blackboard.
3. Ask students to divide each number given for distance in step 1 by the number given for step 2.

Example: Jane would drive 100 miles to see a good movie.

Texas fits into the continental U.S. 10 times.

100 divided by 10 = 10

4. Explain to students that West Germany is approximately as big as Texas. Therefore the German frame of reference for "distance" is much smaller than for an American. Ten miles in Germany might be seen as as much as 100 miles in the U.S.A.

### C. To Talk About The Weather

#### I. Introducing vocabulary on weather and the concept of Celsius

1. Display realia; see Appendix 3.2. Give students a few moments to understand the picture.
2. Ask students about the weather and temperatures in their hometowns and states for September, February, April, and August. Write the information underneath each state.
3. Point to the information on temperature and say that you do not understand these numbers. Display the temperature chart; see Appendix 3.3, and say: "In Deutschland haben wir diese Temperaturen." Ask students to convert temperatures from Fahrenheit to Celsius.



**C. To Use Everything**

**I. Utilizing all the material learned today**

1. Ask students to make a profile of a state similar to the profiles on the blackboard. The profile will be read to the class and students have to guess which state has been described.

### **3.0 APPENDICES**

### Appendix 3.1: City/State Profile

Brattleboro, Vermont.

im Nord-Osten der U.S.A.

180 Miles von New York City.

heiss im Sommer, kalt im Winter

Ski-laufen, Maple sugar, Herbstblaetter, Kuehe, Fahrradfahren

bergig, viele Baeume (Gruene-Berge Staat)

Landwirtschaft, wenig Industrie, Tourismus

Brattleboro hat 30.000 Einwohner, eine Kleinstadt im Sueden von Vermont.

Yankee Power Plant, The Experiment, The Retreat sind Hauptarbeitgeber.

Es gibt 3 Kinos, viele Restaurants, 3 Discos, einige Bars, den Connecticut River zum canoing, den West-River zum Schwimmen.

Die Berge sind in der Naehe zum Ski-laufen im Winter.

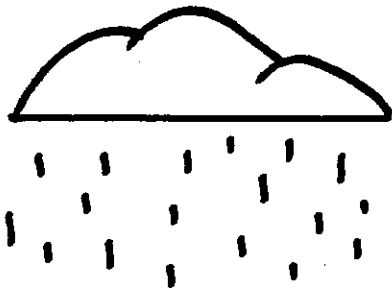
.

.

.

Expand as much as possible.

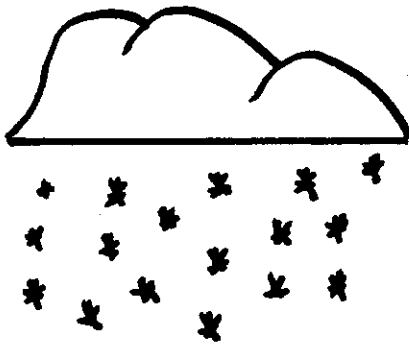
Appendix 3.2: Vocabulary on weather



Es regnet.

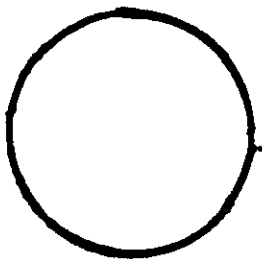
Es ist kühl.

Das Wetter ist schlecht.



Es schneit.

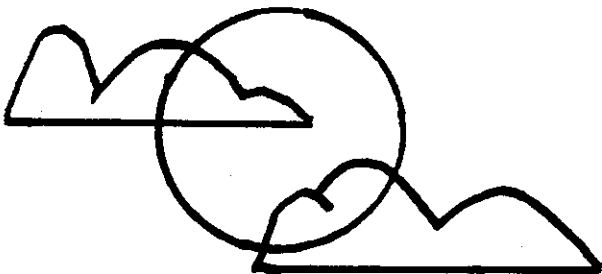
Es ist kalt.



Die Sonne scheint.

Es ist warm / heiss.

Das Wetter ist schön.



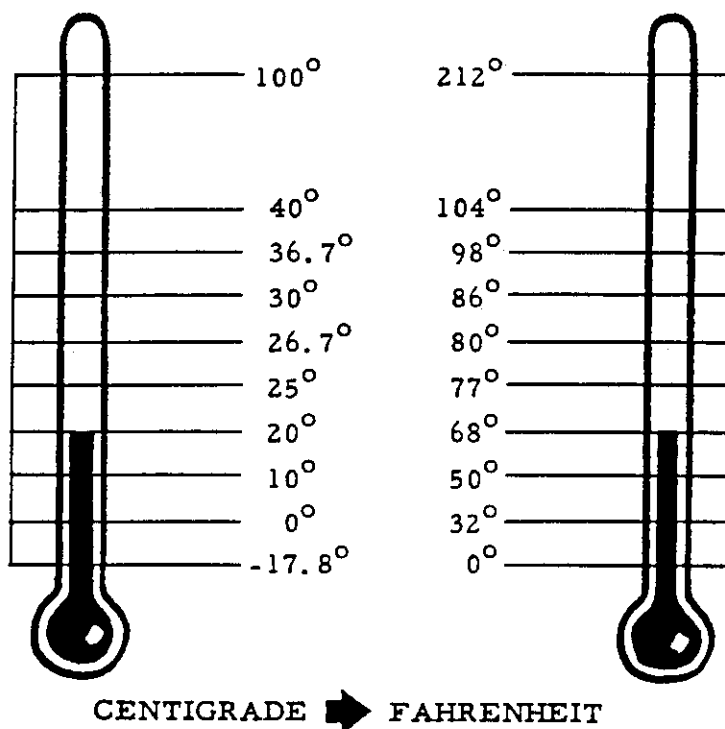
Es ist bewölkt.

Es ist schwül.

Vielleicht regnet es bald.

### Appendix 3.3: Temperature Chart: Celsius versus Fahrenheit

Temperatures: Fahrenheit and centigrade equivalents



## MODULE 2

This module is designed to enable the student to further the repertoire with which s/he can present her/himself (DAY ONE) and her/his family background (DAY TWO). DAY THREE is developed to enable the student to ask for and understand directions given to her/him in a city. The material in MODULE 2 will reinforce the material introduced in MODULE 1.

## MODULE TWO / DAY ONE

"Who Am I?"      "Wer bin ich?"

### Communicative Competencies

#### Language:

- to tell time (A)
- to describe one's daily routine (B)
- to ask for and give the date (C)

#### Culture:

- to develop an understanding of German punctuality

### Structural Proficiencies

#### Beginning:

- prepositions: "um" + "am"
- word order with time expressions
- separable-prefix verbs
- ordinal numbers

#### Intermediate:

- review beginning structures
- reflexive verbs

Time needed: 3 hours

## PROCEDURE:

### A. To Tell Time

#### I. Practicing the numbers 1-99. (For beginners only)

- 1a. Ask beginners to form a circle with their chairs. The teacher says: "Eins", then the student next to the teacher says: "Zwei", the next student follows with "Drei".

This process continues until all numbers from 1 to 99 have been said, except for any numbers which contain or can be divided by seven (7, 14, 17, 21, etc.). Instead of saying that number the person has to say: "Buzz". Should a student fail to do so, s/he has to leave the circle.

#### II. Introducing and practicing how to ask for and give the time

1. (For this exercise you will need a clock to show time.)

Introduce the clock. Set the clock at one o'clock and ask the question:

"Wie spaet ist es?"

Answer with:

"Es ist ein Uhr."

Set the clock at two o'clock and ask students what time it is.



Teacher: "Wie spaet ist es?"

Students: "Es ist zwei Uhr."

Precede in this manner, introducing the conversational way of telling time.

2. Practice telling time by setting times on the clock, asking students for the time. If the answer is correct let student set the new time and ask a classmate what time it is.
- 3a. Introduce questions asking for the time by reading them out loud; see Appendix 4.1. Go over vocabulary. Practice pronunciation.
- 3b. Ask intermediate students to compile a list of possible ways to ask for the time in German. The questions should be listed in order of formality. Compare students' list with the list introduced to beginners; see illustration Appendix 4.1.
4. Hand out index-cards with either:
  - a) a certain time (i.e., 11:33) or:
  - b) a symbol which represents a situation in which it is impossible to give the time (i.e., broken watch); see Appendix 4.2.

Let students stand up and ask each other for time. Students have to answer with the time written on their index card. Every student has to write down the names of

the students they asked plus the time given to them. At the end of this exercise compare the times the students wrote down with the times marked on the index cards.

5. Elicit the responses students got in the case of the broken watch or non existant watch. Write those on the blackboard.

Add other responses if necessary. Display the chart with the questions on how to tell time next to these responses. Ask students to isolate parts which can be used for every situation in which one asks for and/or refuses help. Write those on a separate piece of paper and keep it so that it is visible to all students.

## B. To Describe One's Daily Routine

### I. Talking about one's daily activities and their time of occurrence

1. Display realia, picturing a woman doing her daily routine; see illustration, Appendix 4.3.
- 2a. Explain vocabulary on top of each picture. Draw special attention to the separable-prefix verb "aufstehen". Take five different color cuisinaire rods. Lay them out in a row. Each rod symbolizes a word. In this case they read the sentence:

Ich stehe um 3 Uhr auf.

("3 Uhr" is counted as one word.) Point to the verb "aufstehen" on the realia and the separated verb in the sentence. Take the two rods representing "stehe" and "auf"; put them together, move them apart again, and insert the rods back into the sentence. Ask students to repeat this procedure with the separable-prefix verb "aufstehen". Use other separable-prefix verbs that have come up in class to practice word order.

- 2b. Go over the meaning of words on top of each picture. Ask the students to express the difference in meaning between sentence A, B, and C.

A: Ich wasche.

B: Ich wasche mich.

C: Ich wasche mir das Gesicht.

3. Ask students questions concerning the time at which the activity is taking place.

Teacher: Um wieviel Uhr schlaeft die Frau?

Student: Die Frau schlaeft um 3 Uhr.

Teacher: Um wieviel Uhr steht die Frau auf?

Student: Die Frau steht um halb sieben auf.

Teacher: Wann waescht sich die Frau?

Student: Die Frau waescht sich um viertel vor sieben.

Write the preposition "um" on blackboard, pointing to it whenever students omit it.

4. Ask two students to give an account of their morning routine.

Teacher: Um wieviel Uhr stehst du auf, Ellen?

Student: Um halb acht.

Teacher: Um wieviel Uhr stehst du auf, Jane?

Student: Um acht.

Write the students' names on blackboard and list information underneath each name.

5. Assuming that information received in 4. is for a weekday, ask the class what these students do on a Saturday or Sunday.

Teacher: Um wieviel Uhr steht Ellen am Sonntag auf?

Class: Um 12 Uhr

Teacher: Um wieviel Uhr steht Jane am Samstag auf?  
etc.

Now ask other students about their daily routine on a Monday, Tuesday, etc., thus introducing the days of the week. Write new vocabulary on blackboard.

6. Hand out copies of chart showing various people, morning activities, and times of day; see illustration Appendix 4.4. Every student's copy has some information missing. Students have to ask each other questions to find the missing information on their charts. Monitor students' usage of the preposition "um", separable-prefix verbs, and (for intermediate students) reflexive verbs.
7. Divide the class into groups of four. Hand each group a copy of a story which has been cut into many pieces; see Appendix 4.6. Students have to assemble the story in its correct order.

### C. To Ask For And Give The Date

#### I. Introducing and practicing how to ask for and give the date

1. Introduce the ordinal numbers with the help of the calendar chart; see illustration Appendix 4.5.

Teacher: Heute ist Dienstag der neunte September.  
Welcher Tag war gestern?

Practice until the pattern:

Day of the week + der + ordinal number  
is used correctly by every student.

2. Ask students for particular dates:

Wann fährst du nach Deutschland?

Wann ist der Luggage hike?

Wann ist dein Termin beim Doktor?

Elicit the response pattern:

Ich + verb + am + cardinal number + month (+ other)

3. Give the student the task of finding out each other's birthdays. Students should form a line, ordering themselves by month of birth.

#### D. PUTTING IT ALL TOGETHER

1. Using all the material introduced today by playing the "Alibi game"
  1. Divide the class into groups of five. Each group has to choose two people who allegedly robbed money from the dining hall. The remaining people in the group are detectives who will interview the accused robbers separately, trying to find an inconsistency between the two alibis.
  2. Explain to the groups that the money was last seen at 9 p.m., when a group leader picked up a late snack. The robbery was discovered at 2 a.m., when another leader went to get a glass of milk. The two people are accused because somebody heard them come into the dorm at 1 a.m., well past the curfew time.
  3. Ask the accused people to leave the classroom. Instruct them to design an alibi, accounting for everything they did that evening, in particular from 9 p.m. to 2 a.m. Each pair should work individually.
  4. Ask the detectives of each group to prepare a list of questions concerning the activities of the accused robbers on the previous night. Questions should be specific and designed to trip up the pair. All types of

questions are allowed.

5. Bring class together at end of activity and let students report what happened.



## **4.0 APPENDICES**

#### Appendix 4.1: Asking for the time

Formal: Entschuldigen Sie, koennten Sie mir bitte sagen,  
wie spaet es ist?

Entschuldigen Sie, wissen Sie wie spaet es ist?

Entschuldigen Sie, wie spaet ist es, bitte?

Koennten Sie mir wohl sagen, wie spaet es ist?

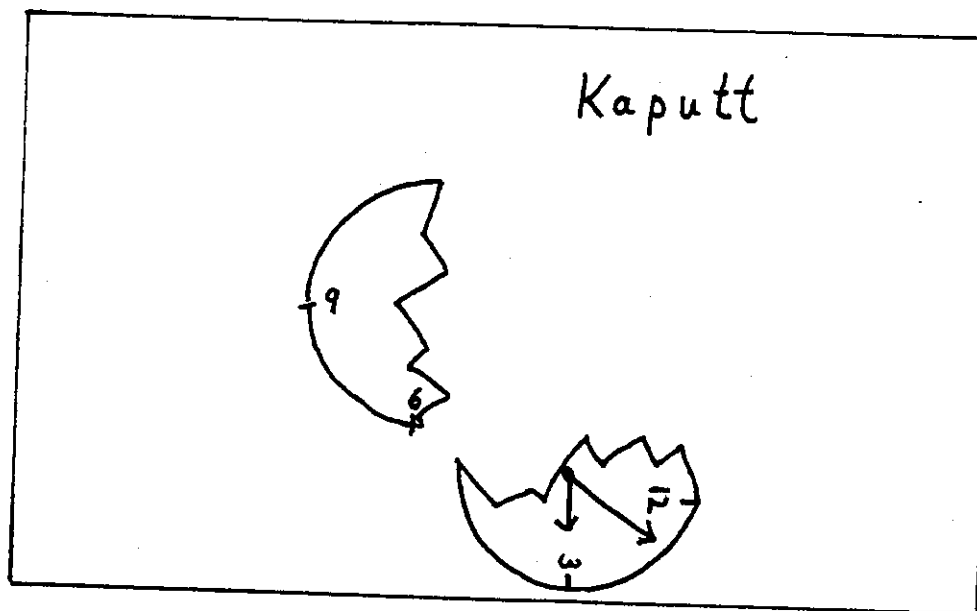
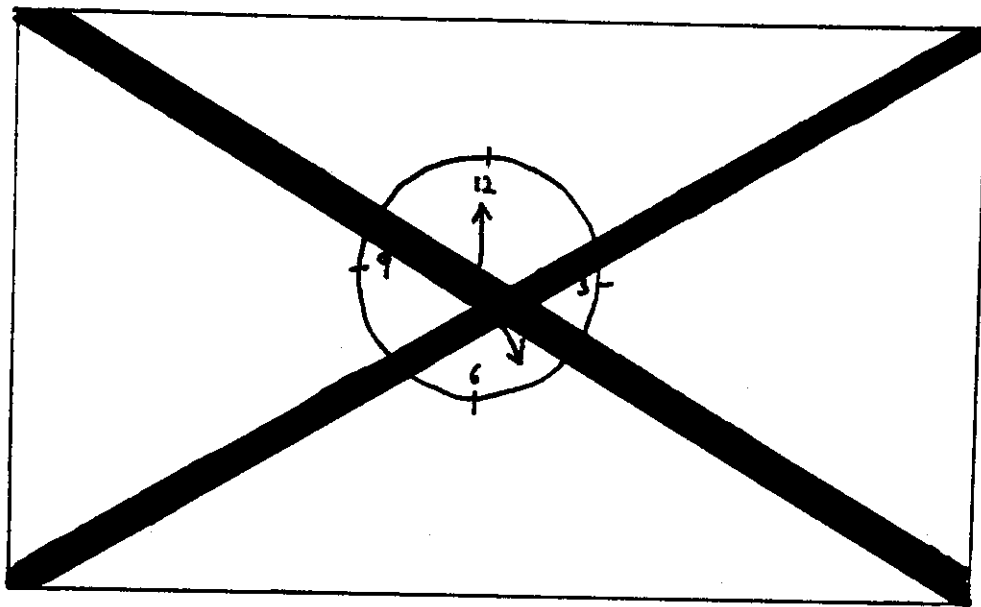
Wissen Sie wie spaet es ist?

Wieviel Uhr ist es, bitte?

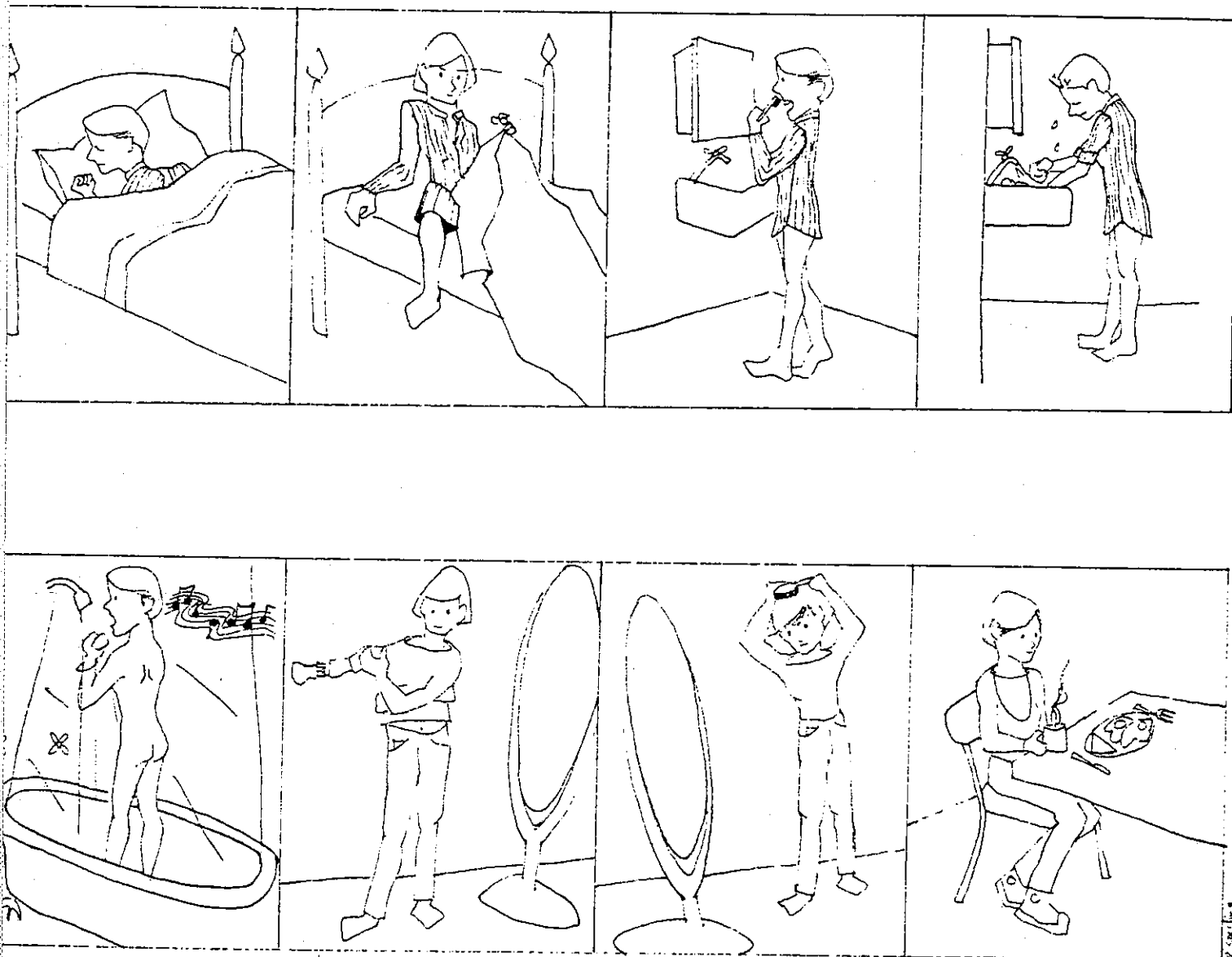
Wie spaet ist es?

Informal: Was ist die Uhr?

Appendix 4.2: Index-cards for telling time



Appendix 4.3: Realia picturing a woman doing her morning routine



**Appendix 4.4:** Chart listing various people, activities, and times of the day.

NAME	AKTIVITAET	UHRZEIT	WOCHENTAG
ROLF	AUFSTEHEN	7:30	MONTAG
KLAUS	SICH WASCHEN	6:45	DONNERSTAG
MARTINA	SICH ANZIEHEN	8:40	FREITAG
ELISABETH	FRUEHSTUECK ESSEN	6:27	MITTWOCH
ANDREA	SCHLAFEN	10:35	DIENSTAG
NOTE: EACH STUDENT'S CHART MUST MISS 10 - 15 ENTRIES			

#### Appendix 4.5: Telling the date

vorgestern
gestern
heute
morgen
uebermorgen

6 Sa
7 So
8 Mo
9 Di
10 Mi
11 Do
12 Fr

#### Appendix 4.6: A scrambled story

Andrea wachte am Morgen auf und hoerte die Voegel singen. "Heute will ich nicht in die Schule gehen", denkt sie, "es ist zu heiss." Sie steht auf und geht in das Badezimmer.

Andrea putzt sich die Zaehne und waescht sich das Gesicht. "So ein Pech", denkt sie, "ich habe einen Pickel! Ich muss nachher in die Apotheke gehen, und etwas dagegen kaufen!"

Heute macht sie sich ein grosses Fruehstueck. Es gibt Broetchen und Marmelade. Zur Feier des Tages kocht sie sich ein Ei.

Jetzt zieht sie sich an: Jeans und T-shirt. Die Jeans muss auch mal wieder gewaschen werden, aber nicht heute.

Sie geht in den Flur und zieht sich die Turnschuhe an. Sie schaut in den Spiegel, kaemmt sich das Haar. Alles klar.

Nun ist sie auf der Strasse. Sie geht die Pfauenstrasse entlang und kommt zur Apotheke. Leider ist diese geschlossen, aber vielleicht hat die Apotheke in der Lindenstrasse geoeffnet.

In der Lindenstrasse gibt es nicht nur eine Apotheke, sondern auch eine schicke Boutique. Die Klamotthen sind recht teuer, aber sie haben duftende Sachen dort.

Andrea schaut in das Schaufenster der Boutique, sieht aber nichts, dass ihr gefaellt. Nachdem sie in die Apotheke gegangen ist, geht sie in den Park, um ihr Buch zu lesen.

Danach geht sie nach Hause.

Cut story into paragraphs. After the students have assembled the story, go over it for vocabulary, slang and idiomatic expressions.



## MODULE TWO / DAY TWO

"Family and Friends"      "Freunde und Familie"

### Communicative Competencies

Language:

- to describe someone/something (B)
- to shop (A)

Culture:

- to become aware of  
culturally appropriate  
behavior in  
a store (B)

### Structural Proficiencies

Beginning:

- direct objects/accusative case
- modals: "moechten" and "wollen"

Intermediate:

- review beginning  
structures
- direct/indirect  
objects

Time needed: 3 hours

## PROCEDURE

### A. To Shop

#### I. Introducing and practicing sentences with direct/indirect objects

##### 1a. Write the following sentences on blackboard:

Ich moechte ein Hemd kaufen (das Hemd).

Generate more vocabulary for clothing (die Kravatte, der Rock, etc.). Write each new word with the indefinite article underneath: ...ein Hemd..., and write the new word plus its definite article underneath: das Hemd. Ask students to read each sentence out loud.

##### 1b. Write the sentence: Ich moechte ein Hemd kaufen, on blackboard. Ask students to substitute: ein Hemd with its personal pronoun (es). Substitute ein Hemd in the original sentence with einen Anzug.

Ask students to substitute einen Anzug, with its personal pronoun (ihn). Continue with all three genders.

##### 2a. Ask students to describe changes they have observed in the sentences and to give explanations for them. Use their explanations to explain the accusative case. Compare the articles in the nominative case to those in the accusative and write the articles on blackboard.

2b. Ask students to write a description of what they did and to explain why they had to make these changes. Read a couple of explanations out loud, discussing content with class.

3. This practice activity is an adaptation of MEMORY CHAIN. Introduce the activity by telling students that they have won the lottery and now they are going shopping.

Teacher: Ich will ein Hemd kaufen.

Student A: Ich will ein Hemd und eine Hose kaufen.

Student B: Ich will ein Hemd, eine Hose und einen Anzug kaufen.

Student C: Ich will ein Hemd, eine Hose, einen Anzug und einen Rock kaufen.

Continue until one student makes a mistake. She/he has to leave the game; the rest of the class continues until one person is left as the winner. Supply students with additional vocabulary if necessary.

## II. Introducing and practicing the modal verbs: "moechten" and "wollen" (for beginners only)

1. Build the sentence: "Ich moechte ein Hemd kaufen." with the cuisinaire rods, using a different color rod for each word. Point to the rods as you are 'reading' the sentence. Ask students to repeat the sentence as you are pointing to the rods.

2. Explain word order with modal verbs (infinitive verb at the end) and give students the declensions of "wollen" and "koennen". Ask students to form sentences using one of the modals, and to build each sentence with the cuisinaire rods.
3. Have each student write a sentence containing a modal plus infinitive. Students will show the sentence to you. Check if the sentence is correct. Give students one index-card for each word in their sentence. Instruct students to write their sentence on the index-cards (one word on each card). Issue a number to each student which she/he will have to write in one corner of each index-card (in case two decks get scrambled, each deck can be easily identified). Every student will shuffle her/his deck of index-cards and give it to the next person. This student has to unscramble the sentence, write it down, and hand the deck to someone else. Give students a minimum number of sentences to unscramble.

### III. Generating additional vocabulary

1. Write different store categories on the blackboard (drugstore, butcher shop, bakery, boutique, etc.). Ask students to list items one can buy at a certain store. If students do not know the German word, translate the English equivalent. Give special attention to the

difference between "Apotheke" and "Drogerie". Supply additional vocabulary which students will need overseas (i.e., Tampax, shaving cream).

IV. Practicing conversations in a store

1. Hand out copies of "Verkaufssituationen" (sales situations); see Appendix 5.1. Read through text and explain vocabulary.
2. Ask students to enact sales situations in pairs, using the format shown in the handout. Intermediate students might be able to elaborate on it.

## B. TO DESCRIBE A PERSON

### I. Generating descriptive adjectives

1. Hand out copies of personals; see Appendix 5.2. Read and go over new vocabulary.
2. Ask students to compile a list of all adjectives used in the personals. Students should add other descriptive adjectives they know.

#### For beginning students:

Use only definite articles for example sentences with these adjectives.

#### For intermediate students:

Review or explain adjective endings with definite and indefinite articles.

3. Ask students to write their own personal, giving them certain choices of magazines (Petlover, Burger Fan Club Magazine etc.).
4. Collect the personals, mix them and hand them back to the students, so that each student has somebody else's personal. Ask students to answer this personal with a small letter, responding as if they were the perfect companion for that person. Each student should include personal information in the response.

5. Students give their letter to the person they addressed it to. Ask a couple of students to read their letter and the response they got out loud.

## II. Practicing personal descriptions

1. Hand out copies of chart listing attributes of women which make them desirable for marriage in men's eyes, see Appendix 5.3. Read through the text and explain vocabulary.
2. Divide the class by sex and ask the two groups to fill in the chart listing desirable attributes for women. Encourage the discussion in each group. Each group has to decide on attributes unanimously. Compare the results of the two groups afterwards.
3. Ask students to complete the chart with attributes about their own 'ideal' partner.
4. Ask students to form groups of three. Let students discuss their charts and tape as many conversations as possible. Students should transcribe parts of their tape.
5. Ask the groups to exchange transcripts and to correct the transcript they received. If there are not enough tape recorders available, tape at least one conversation and transcribe it onto blackboard. Let the whole class

correct it together.



### C. To Put It All Together

#### I. Using all the material presented today in a conversation exercise

1. Hand out copies of "Babyfabrik"; see Appendix 5.4. Read through the text, explaining vocabulary.
2. Divide the class into groups of four or five. Each group builds a family. Give students time to establish family roles. Every family will order two new babies. The discussion must be in German only. No English is allowed. The family has to agree on all choices.
3. Collect order forms and enact a telephone conversation. Phone a particular family and construct a problem (We can not deliver male babies within the next six months, we are out of blue for eyes, hair, etc.). Phone each group as a follow-up activity.

## **5.0 APPENDICES**

## Appendix 5.1: Verkaufssituationen

Verkaeuf(er)(in): (1) Guten Tag, kann ich Ihnen helfen?  
was moechten Sie?

Kunde(in) : Entschuldigen Sie, ich moechte ein\_ .....  
ich suche ein\_ .....  
haben Sie ein\_ .....  
(1) Ich moechte ein\_ .....

Verkaeuf(er)(in): Welche Groesse?  
Welche Farbe?  
Wieviel Gramm, Kilo, Liter?  
Was fuer eine Sorte?  
In welcher Preislage? Wieviel soll es  
kosten?

Kunde(in): .....  
Wieviel kostet das bitte?

Verkaeuf(er)(in): .....Mark .....

Kunde(in) : Gut, ich nehme es.  
Nein Danke, das ist zu teuer.  
Nein Danke, ich ueberlege es mir noch.

Verkaeuf(er)(in): Vielen Dank.  
Kommen Sie bitte zur Kasse.  
Bezahlen Sie bitte an der Kasse.

Kunde(in) : Auf Wiedersehen.

## Appendix 5.2: Personals

Heiraten weiblich	
<b>NRW</b> Lehrerin, 31, 1,60 m, blond, sportl.-elegant, vielseitig interessiert, u. a.: Kunst, Sprachen, Reisen und gemütl. Zuhause, möchte entsprechenden aufgeschlossenen Partner (ab 1,72 m) kennenlernen. Bildzuschriften bitte unter ZV 7652 an Red., Postfach 10 68 20	
<b>Es müßte wieder ein Mann ins Haus!</b> Des Alleinseins müde, suche ich, 35 J., dkl., schl., gesch. mit Sohn, einen lieben zuverlässigen Partner für ev. spätere Ehe. Bildzuschriften unter Z 657477 an Red.	<b>Angeblich hübsches Mädchen, 21 J.,</b> 170 cm, schlank, wünscht aufgeschlossenen, gutsituierten Herrn (25-35 J.) zwecks sp. Heirat kennenzulernen. Bitte Zuschr. mit Bild (gar. zur.) u. A 186438 an Red.
<b>Lehrerin, 45 J., gesch., herzlich,</b> wünscht Lebenspartner, u. A. 186640 an Red.	<b>Akademikerin, 30/170, gesch., Studium</b> in Ungarn, Amerika, Österreich und Deutschland, sucht die Bekanntschaft eines ernsthaften, weltaufgeschlossenen, charakterfesten Mannes, spät. Ehe mögl., Zuschr. unter A 117335 an Red.
<b>Witwe (60), vital, dunkel, schlank, des</b> Alleinseins müde, sucht Ehepartner bis 70 Jahre, in sicheren Verhältn., Raum München, Z 186508 an Red.	
Heiraten männlich	
Unternehmer, Ende Dreißig	
184 cm, gut aussehend, Studium, sportliche und kulturelle Ambitionen, jedoch ohne Perfektion, wünscht sich eine charmannte, gebildete (Ehe-) Partnerin. Wenn Sie im Alter zwischen 20 und 32 Jahren sind und mich und meinen Text ansprechend finden, dann schreiben Sie mir bitte mit Bild (bestimmt zurück) unter Z 658810 an Red.	
<b>Akademiker, Anfang 60/170 cm 70 kg,</b> mit viel Liebe zu den Künsten, den alten Kulturen des Mittelmeerraumes und der Natur, möchte sein weiteres Leben in Gemeinsamkeit und im Austausch der Interessen in Wärme und Güte und Verstehen für Fehler, mit einer entsprechenden Lebensgefährtin im In- oder Ausland verbringen. A 117720 an Red.	<b>Beamter im höh. D., Mitte 30/179,</b> kath., etw. Verm., Nichtraucher, sucht Ehe-Partnerin bis 28 aus guter Familie. Gesch. zweckl. Zuschr. unter A 117267 an Red.
<b>Naturwissenschaftler, Dr., 36/183, mit</b> vielseitigen kulturellen Interessen, wünscht sich eine lebenswerte Lebenspartnerin. Bitte Bildzuschriften an Z 657782 an Red.	<b>Er, 27/173, Nichtraucher, sucht liebes</b> Mädchen (schlank) zur Ehe. Bildzuschr. unter Z 117288 an Red.
	<b>Arzt, 50/175, kameradschaftlich, dynamisch,</b> wünscht sich auf diesem Wege eine adäquate Partnerin und Lebensgefährtin, mit der er noch vieles Schöne gemeinsam erleben kann. Zuschr. u. Z 657119 an Red.

Appendix 5.3: Chart from the Emnid Institute "Das Idealbild der Frau"

### Das "Idealbild" der Frau

In der Bundes- republik:	In Ihrem Land?	Und Sie selbst? Ihr "idealer" Partner?
1. attraktiv →	1. ....	1. ....
2. häuslich →	2. ....	2. ....
3. treu →	3. ....	3. ....
4. sparsam	4. ....	4. ....
5. intelligent	5. ....	5. ....
6. gefühls- betont	6. ....	6. ....
7. gepflegt	7. ....	7. ....
8. ehrlich / guter Partner	8. ....	8. ....
9. fleißig	9. ....	9. ....
10. sportlich / humorvoll	10. ....	10. ....
11. tolerant / einfach	11. ....	11. ....
12. hilfsbereit	12. ....	12. ....

#### Appendix 5.4: Futuro Babyfabrik

##### Bestellform fuer ein Baby

Es ist das Jahr 2250. Ihre Familie will zwei neue Kinder haben. Seit dem 20. Jahrhundert hat sich das Kinderkriegen radikal veraendert. Die Familie plant nun das Baby und bestellt es bei der Babyfabrik.

Bedenken Sie:

1. Sie koennen nicht die Hautfarbe ihres Babies bestimmen, das entscheidet die Behoerde.
  2. Ein IQ von 100-200 ist normal, 140 und hoeher ist sehr intelligent und 200 ist das Hoechste.
  3. \_\_\_\_\_ = Sie haben die Wahl.
- 

##### FUTURO BABYFABRIK / BESTELLFORM

Name: \_\_\_\_\_ Datum: \_\_\_\_\_ 2250

Beschreibung des Babies:

1. maennlich / weiblich
2. Farbe der Augen: rot, gelb, gruen, braun, schwarz, blau, weiss.
3. Haarfarbe: rot, gelb, gruen, braun, schwarz, blau, weiss.
4. Zukuenftige Groesse: 1.50, 1.52, 1.53, etc.
5. Zukuenftiges Gewicht: 50kg, 51kg, etc.
6. Zukuenftiger IQ: 100, 110, 120, etc.
7. Rechtshaender / Linkshaender / Beides
8. Persoenlichkeit: (6 Moeglichkeiten)

nicht emotional	schuechtern	optimistisch
pesimistisch	freundlich	emotional
ruhig	redet viel	passiv
aggressiv	idealistisch	realistisch

9. Das Baby soll gut sein in: (bitte waehlen Sie 3)  
Sport, Musik, Kunst, Tanz, Forschung, Sprachen, Handwerk
10. Erklaren Sie bitte, warum Sie ein Baby wollen (20 Worte  
oder mehr):

## MODULE TWO / DAY TWO

"The City And I" "Ich und die Stadt"

### Communicative Competencies

Language:

-to ask for and give directions

(A)

-to ask for information about  
train schedules

Culture:

-to understand Ger-  
man bus/train  
schedules (B)

### Structural Proficiencies

Beginning:

-imperative

-prepositions of direction

-more on separable-prefix verbs

Intermediate:

-review beginning  
structures

-prepositions of  
direction and loca-  
tion

Time needed: 3 hours



## PROCEDURE

### A. To Ask For And Give Directions

#### I. Introducing the imperative by using Total Physical Response

1. Give commands. Students respond by physically performing the action.

Teacher: Steh auf!

(All students plus teacher stand up.)

Teacher: Geht!

(All students plus teacher start walking.)

Continue with the commands: Lauft! and Setzt euch!

Repeat commands without participating.

2. Write new vocabulary on blackboard. Ask students to repeat German commands. Ask students to explain how the command is formed.

For intermediate students: Give special attention to the reflexive verbs. Write explanation(s) on blackboard.

3. Repeat step one, using the informal singular imperative. Point to individual students to perform the actions.

4. Repeat step one, by using the formal singular/plural imperative.

II. Introducing or reviewing prepositions of direction and location

1a. Use cuisinaire rods with beginners to introduce the prepositions auf, hinter, in, neben, ueber, unter, vor and zwischen. Place a green rod on top of a yellow rod and say: "auf". Now place the green rod behind the yellow rod and say: "hinter". Repeat, asking the students to supply the prepositions. Using this activity, introduce all other prepositions listed above.

1b. Using the procedure described in 1b, review the meaning of the prepositions of direction and location. Ask the students where the green rod is located, thus practicing the usage of the dative case with the dative or accusative prepositions. Take the green rod and move it behind the yellow rod. Ask students where the green rod is going to, thus practicing the usage of the accusative case with dative or accusative prepositions.

Teacher: (moving the green rod behind the yellow rod)

Wohin geht/fliegt der gruene Stab?

Students: Der gruene Stab geht/fliegt hinter den gelben Stab.

2. Draw a circle, a triangle, and a rectangle on blackboard. Write the German word next to each form. Ask students to choose a partner and sit placing themselves back to back.

Each student should have a piece of paper and a pencil. Ask each student to draw a design on her/his paper, using only circles, triangles, and rectangles. Every student will give an oral description of her/his drawing to his partner, who will draw this design by listening to the description only. At the end of this exercise, students should compare new drawing to original drawing. Repeat exercise once or twice changing partners.

II. Introducing and practicing how to ask for and give directions

1. Refer students to the paper, listing phrases used when asking for or refusing to give help (see MODULE TWO, DAY TWO, To Tell Time, step 5). Ask students to form questions, based on these phrases which ask for directions. Add other questions if necessary. Give special emphasise to formal/informal questions.
2. Enact a conversation between a local person and a foreigner asking for directions. Repeat this dialogue and ask students to pick out and write down vocabulary used to give directions (links, rechts, um die Ecke, etc.). Supply additional vocabulary if necessary.
3. Hand out copies of map, see Appendix 6.1. Tell students they are at x place. Now give them directions, leading

them to a place on the map unknown to them. Students follow the teacher's directions on their maps. Ask the students where they are and compare the results. After a couple of times ask a student to give directions to the class.

4. Ask students to work in pairs, sitting back to back. Repeat the exercise described in step 3 in pairs.

Or:

Have students sit back to back. Each student has a copy of a maze (drawing of a graphic labyrinth). One student will draw a line, leading her/him out of the maze. She/he will describe the route to her/his partner. Mazes are compared at the end of the exercise.

## B. To Ask For Information About Train/Bus Schedules

### I. Introducing vocabulary of transportation

- 1a. Ask students to brainstorm means of transportation. Put the German equivalents on blackboard.
- 1b. Ask students to list means of transportation in German. Write the vocabulary on blackboard.
2. Display the destination and people chart; see Appendix 6.2. Have students ask and answer questions based on information on chart. Give special attention to prepositional phrases: mit dem Auto, zu Fuss, mit der U-Bahn, etc.
3. Hand out copies of Versteckte Fahrzeuge (Hidden vehicles); see Appendix 6.3. Ask students to find thirteen different vehicles hidden between the letters.

### II. Introducing and practicing how to get information about the train schedule: a simulation

Materials needed: -at least one (preferably authentic)  
time table of all trains departing  
from one city  
-paper money

-index-cards with student tasks,i.e.,  
You want to go to Salzburg in the  
mornning. Or for more advanced  
students, You want to go to Salzburg,  
and you have to be there at 6 p.m.  
You do not want to change trains; you  
want to take the fastest train  
available.

-train tickets

-information and ticket booth signs.

It would be helpful to have one or two German speakers  
assist you in this simulation. Otherwise, one or two  
advanced students could assume role(s) of people selling  
tickets or giving information.

i. Preparation in class

1. Hand out copies of the simplified train schedule; see  
Appendix 6.4. Encourage students to figure out the  
schedule. Answer any questions students might have.

2.. Introduce or review official way of telling time.

Teacher: Es ist viertel vor acht, es ist sieben Uhr  
fuenfundvierzig.

Es ist zehn vor acht, es ist .....?

Students: Acht Uhr fuenfzig.

3. Ask the class when the next train is leaving for Hamburg,

according to their schedule. After students have answered ask one student to ask for the departure time of a train to x city. Continue this exercise until every student has asked for a departure time.

4. Hand out copies of the official train schedule; see Appendix 5.6. Explain abbreviations and give new vocabulary.
5. Repeat activity described in step 3 above. This time be more specific about train number, departure track, where to switch trains, etc.

#### ii. The Simulation

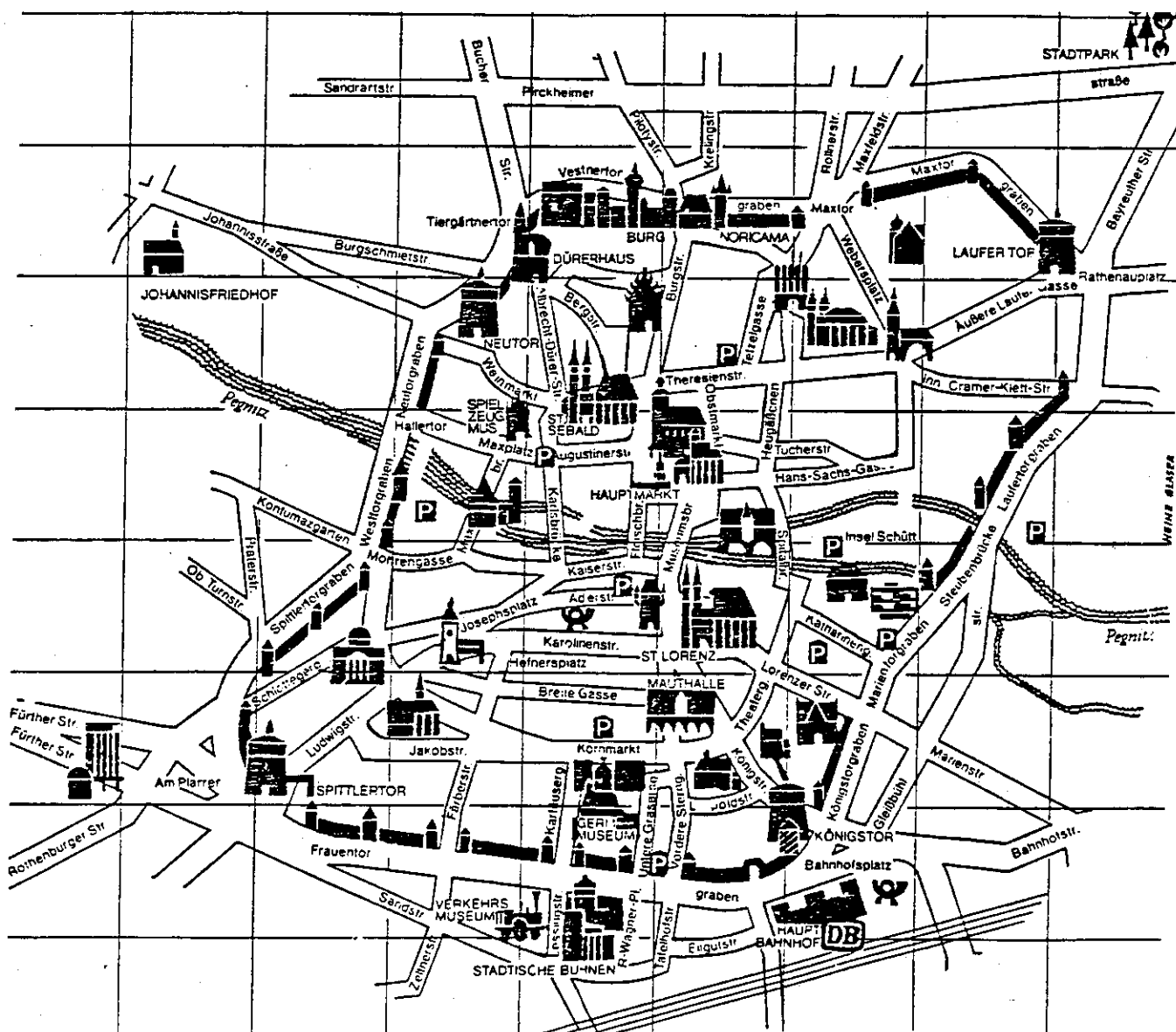
1. Give each student her/his task. Remind students that the people at the ticket and information booth do not speak English. The students will only be dismissed from class after they have obtained correct information. You will check their departure times and tickets.
2. Students will go to the information booth, obtain departure times, and write these down. Afterwards they will proceed to the ticket booth and buy a ticket to the city written on their index-card.
3. Students must inform the teacher of their departure time

and show the ticket they have purchased. If students do not have the correct departure time, they must return to the information booth and obtain the correct information.



## **6.0 APPENDICES**

**Appendix 6.1: City map**



**Appendix 6.2: Destinations and people**

NAME	TAG	ORT	VERKEHRSMITTEL	GEHT MIT
Peter	Sonntag	Hamburg	Bahn	Reike
Mary	Dienstag	Schule	Fahrrad	Ursula
Thomas	Freitag	Freundin	zu Fuss	Heidi
Andrea	Montag	Amerika	Flugzeug	Elisa

### Appendix 6.3: Versteckte Fahrzeuge

A	C	K	R	A	N	K	E	N	W	A	G	E	N
B	B	N	L	M	W	T	X	O	D	R	N	S	F
E	M	S	N	B	A	A	C	F	G	H	L	I	L
R	Z	M	C	X	W	X	O	T	A	B	A	B	U
G	U	C	A	H	D	I	H	B	W	J	K	U	G
B	G	M	U	P	L	Q	N	R	A	F	T	S	Z
A	U	O	T	V	H	E	J	K	G	A	L	M	E
H	N	T	O	S	S	M	P	R	E	H	B	C	U
N	T	O	M	S	G	U	H	P	N	R	J	N	G
P	S	R	A	O	T	B	D	M	W	R	X	B	S
R	C	R	F	G	H	A	V	X	I	A	C	C	E
F	T	A	G	A	R	H	Y	M	L	D	G	E	N
S	M	D	N	L	O	N	R	Z	O	M	Y	E	Q
S	R	O	L	L	E	R	S	C	H	I	F	F	N

**Appendix 6.4: Simplified version of train schedule**

Mannheim Hbf (Hauptbahnhof)					
Zug-Nr.	Ankunft (arrivals)		Zug-Nr.	Abfahrt (departures)	
	ab <sup>1</sup>	an <sup>1</sup>		ab	an
6342	Hamburg 9.33 Uhr	Mannheim 14.22 Uhr	1338	Mannheim 5.42 Uhr	Zürich 8.12 Uhr
7422	München 10.03 Uhr	Mannheim 13.10 Uhr	2472	Mannheim 6.06 Uhr	Nürnberg 9.33 Uhr
1387	Frankfurt 11.20 Uhr	Mannheim 12.01 Uhr	6606	Mannheim 7.55 Uhr	Straßburg 8.40 Uhr
7703	Wien 10.10 Uhr	Mannheim 17.56 Uhr	2203	Mannheim 10.12 Uhr	Innsbruck 15.46 Uhr
9311	Berlin 11.05 Uhr	Mannheim 19.16 Uhr	3679	Mannheim 13.23 Uhr	Prag 20.09 Uhr

<sup>1</sup>ab: time and place of departure; an: time and place of arrival.

# Appendix 6.5: Official departure times for trains from Mainz

# Von Mainz nach

## Paris Ost (Paris Est) und zurück

2. Kl. → 62,20  
1. Kl. → 95,80

2. Kl. ← 129,60  
1. Kl. ← 191,60

Mainz ab	Zug Nr.	an	Bemerkungen	ab	Zug Nr.	Mainz an	Bemerkungen
7.52	D 254	15.05	Ⓢ Kaiserlautern D X Ⓢ	7.00	D 259	13.02	X Ⓢ
10.29	D 254	17.10		9.15	D 257	15.52	
16.39	D 256	22.05		13.00	D 255	20.01	
16.46	D 258	22.56	X	Ⓢ 17.18	D 451	23.37	X X
23.22	D 257	7.20	Ⓢ	23.00	D 253	7.07	Ⓢ

über Basel  
2. Kl. → 114,60  
1. Kl. → 180,00

über Basel  
2. Kl. ← 213,00  
1. Kl. ← 348,20

## Rom (Roma Termini) und zurück

0.50	D 625	20.45	Ⓢ München X Ⓢ	0 1.38	D 570	19.23	Ⓢ Basel SBB An
2.19	D 201	19.54	Ⓢ	0 1.38	D 570	20.20	Ⓢ
3.00	D 219	21.05	Ⓢ Mannheim Ⓢ	0 1.38	D 572	23.43	Ⓢ
7.39	D 2257	2.24	Ⓢ Worms X Ⓢ Milano	8.42	D 280	5.07	Ⓢ
10.20	D 503	4.09	Ⓢ Milano	10.10	D 200	3.49	Ⓢ
11.33	D 505	7.32	Ⓢ Basel SBB	16.30	D 270	9.46	Ⓢ
12.35	D 207	7.32	Ⓢ Milano	16.50	D 288	12.10	Ⓢ
13.61	D 203	7.25	Ⓢ München	18.00	D 296	11.15	Ⓢ
17.33	D 517	12.54	Ⓢ München	21.40	D 374	14.34	Ⓢ
17.55	D 507	14.15	Ⓢ Milano	0 0.18	D 710	18.40	Ⓢ
20.56	D 205	18.15	Ⓢ Bologna				
21.00	D 3719	13.40	Ⓢ Darmstadt D				

2. Kl. → 27,20  
1. Kl. → 43,80

2. Kl. ← 54,60  
1. Kl. ← 87,60

## Straßburg (Strasbourg) und zurück

6.51	D 163	9.31	Ⓢ Mannheim, Offenburg	6.30	D 263	8.46	Ⓢ Karlsruhe T
7.39	D 2257	10.45	Ⓢ Mannheim, Offenburg	8.42	D 2961	11.15	Ⓢ Offenb. Mannh
8.49	D 501	12.28	Ⓢ Karlsruhe T	12.04	D 265	14.50	Ⓢ Karlsruhe
8.58	D 111	11.39	Ⓢ Mannheim, Offenburg	12.48	D 751	15.13	Ⓢ Baden-Baden
11.33	D 505	16.52	Ⓢ Karlsruhe	12.48	D 751	16.39	Ⓢ Mannheim
13.61	D 203	16.31	Ⓢ Offenburg	16.59	D 3805	17.31	Ⓢ Karlsruhe D
16.55	D 5239	18.45	Ⓢ Darmstadt E	16.52	D 3861	19.23	Ⓢ Offenb. Mannh
17.55	D 507	21.02	Ⓢ Offenburg	16.52	D 3861	20.20	Ⓢ Offenburg D T
18.46	D 111	21.02	Ⓢ Mannheim, Offenburg	17.59	D 667	21.13	Ⓢ Karlsruhe T
20.56	D 205	1.43	Ⓢ Karlsruhe	17.59	D 667	22.19	Ⓢ Offenb. Mannh
				19.40	D 3865	23.43	Ⓢ Offenburg D, Mannheim

Ⓢ = ① bis ⑤, nicht 24. XII. bis 1. I., 24. bis 27. III., 15. V.  
 Ⓢ = täglich außer ⑤, nicht 24. bis 31. XII., 24. bis 26. III., 14. V.  
 Ⓢ = ① bis ⑤, nicht 24. XII. bis 1. I., 25. bis 27. III., 15. V.  
 Ⓢ = nicht 24. bis 31. XII.  
 Ⓢ = nur Schlaf- und Liegewagen  
 Ⓢ = umsteigen  
 Ⓢ = Rome Tiburtine  
 Ⓢ = besonderer Zuschlag erforderlich  
 Ⓢ = Rome Ostiense  
 Ⓢ = 24. und 31. XII. an 23.12  
 Ⓢ = vom 15. bis 24. XII. platzkartspflichtig  
 Ⓢ = nicht 24., 31. XII.

Ⓢ-, Ⓢ- und Ⓢ-Züge 1- Klasse 10,00 DM, Ⓢ-Züge 2. Klasse 5,00 DM;  
 Ⓢ- und D-Züge bis 50 km: 3,00 DM

Ⓢ = Schlafwagen  
 Ⓢ = Liegewagen 2. Klasse  
 b = täglich außer ⑤  
 c = ⑤ und †

### **MODULE 3**

This module is designed to enable the student to express his or her own needs (DAY SEVEN), to explore cultural issues in the host family (DAY EIGHT), and to become aware of his or her own culture in comparison to German culture (DAY NINE).

### MODULE THREE / DAY ONE

Selbstaendiger werden

To become more independent

#### Communicative Competencies

Language:

- to express physical discomfort (A)
- to use the telephone (B)
- to make an appointment (B)
- to compare (C)

Culture:

- to use appropriate phrases on the telephone (B)

#### Structural Proficiencies

Beginning:

- comparative
- future tense
- past tense: haben and sein

Intermediate:

- review beginning structures
- present tense with future meaning

Time needed: 3 hours



## PROCEDURE

### A. To Express Physical Discomfort

#### I. Introducing and practicing vocabulary for body parts

1. Ask students to work in pairs. Give each pair a large piece of brown paper and two magic markers. One student lies down on the brown paper while the partner traces her/his silhouette onto the paper.
2. Have students label each part of the body. Give vocabulary when necessary.
3. Ask students to hang up their paper. Encourage students to look at other students' work and supply additional vocabulary.
- 4a. Ask students to form a circle, standing up. Each student should be able to see at least one of the body drawings. Introduce the game Simon says by its German name: Simone sagt. One person (at first the teacher) gives commands to touch certain body parts.  
Teacher: Simone sagt, fass deinen Fuss an.  
After issuing the command, the teacher models it. The objective of the game is to trick the students into following a command which has been issued incorrectly by

possibility of student error. If a student makes an error, she/he must take the teachers' place and issue commands. Continue the exercise until vocabulary has been thoroughly practiced.

- 4b. Do exercise 4a, paying special attention to the accusative in Fass dein\_ ... an.

## II. Expressing physical discomfort

1. Hand out copies of dialogue; see Appendix 7.1.
2. Read dialogue out loud, assuming both characters. Explain unfamiliar vocabulary.
3. Ask students to read dialogue, using the read and look up technique. While using this technique, students memorize a part of the reading (this can be a word or a complete sentence); look into their partners eyes, and say the memorized part out loud (this technique encourages memorization of part of speech).
4. Refer students to compound noun Haslschmerzen and ask students to form other compound nouns which refer to illness. Ask students if anyone suffers from allergies or other periodically occurring illnesses. Be sure to include these on the list. Supply other vocabulary on

illnesses as needed.

5. Ask students to read the dialogue again. Students substitute new words for the underlined parts in the dialogue. Refer students to vocabulary on blackboard.
6. Encourage students to perform the dialogue in front of class. This can be done with or without text.

## B. To Make An Appointment

### I. Using appropriate expressions on the telephone

1. Enact an imaginary telephone conversation. Assume both speakers' roles.

Teacher: Ring, ring. Hallo, hier bei Meyer.

Ja, guten Tag Herr Meyer, hier ist Mueller.

Oh, Herr Mueller. Wie geht's?

Gut, Danke und Ihnen?

Oh, alles Bestens. hoeren Sie, der Grund warum ich anrufe ist folgender...

Repeat this conversation a couple of times until students have memorized the conversation. Ask students to repeat the conversation.

2. Ask students to look at Herr Meyer's response after lifting the receiver. Ask students to compare it to the American response. Write: Auf Wieder hoeren on blackboard and explain usage of it.
3. Ask students to work in pairs, repeating the conversation and developing the conversation further. Students have to construct reason for Mueller's call.
4. Ask students to practice their conversation, sitting back to back and avoiding eyecontact. Students are not

allowed to take notes.

5. Ask students to perform their conversations in front of class. Ask the students who are not performing to paraphrase the conversation, checking for comprehension.

## II. Introducing and practicing the future tense

- 1a. Write the conjugated verb werden on blackboard. Drill the verb form by pointing to students and eliciting pronouns. (Point at a male student for he, point at two students for they, etc.)
- 1b. Ask students to form sentences in future tense. Encourage usage of all verb conjugations.
- 2a. Use cuisinaire rods to show word order in future tense. Point out the similarity between word order in future tense and word order with modal verbs.
- 2b. Ask students to form sentences in present tense which refer to the future tense using verbs indicating future and modal verbs (Morgen gehen wir schwimmen, Wir sollen morgen den Einkauf machen, etc.).
3. Hand out worksheet; see Appendices 7.1 and 7.2. Ask students to fill it out.

### III. Making an appointment on the telephone

Enact a telephone conversation. Reason for conversation is to make an appointment.

Teacher: Ring, ring.

Doktor Schlingels. Bauer hier, kann ich Ihnen helfen?

Ja, hier Konradinzky. Ich haette gern einen Termin beim Doktor. Eine Fuellung ist mir aus dem Zahn gefallen.

Waren Sie schon einmal hier, oder sind Sie ein neuer Patient?

Ich bin ein neuer Patient.

Tja, dann wird der Doktor in drei Wochen einen Termin fuer Sie freihaben.

Drei Wochen?! Bis dahin wird mein Zahn...

Tja, dass tut mir leid. Buchstabieren Sie Ihren Namen bitte. Hallo...hallo?

Komisch,...einfach aufgehaengt.

Repeat conversation once or twice.

#### 2. Ask comprehension questions:

- a. Warum ruft der Mann den Doktor an?
- b. Wie heisst die Sprechstundenhilfe?
- c. Ist der Mann ein neuer Patient?
- d. Warum fragt die Sprechstundenhilfe, ob er ein neuer Patient ist?
- e. Wann wird der naechste Termin frei sein?

d. Was wird der Mann jetzt tun?

3. Give out appointment hand out; see Appendix 7.4. Read out loud and explain vocabulary. Ask students to practice making an appointment, using the format on hand out.

### C. To Compare

#### I. Introducing and practicing the past of haben and sein

1. Hand out copies of city: Heute und gestern; see Appendix 7.5. Ask students to describe what they see in picture 2. Give vocabulary if necessary, and write it on blackboard.

2. Write the sentences: Früher war dort...

Vor 25 Jahren hatte die Stadt...

on blackboard. Ask students to describe picture 1, using these sentence beginnings.

3. Ask students to imagine that they had lived in this city 25 years ago. Now they have returned to this city to celebrate their class reunion. Divide class into groups of four students, asking each group to talk about the past using only the verbs haben and sein.
4. Write the conjugated forms of haben and sein in the past tense on blackboard. Encourage students to talk about other people, using different pronouns and verb conjugations. Ask one student to be secretary for each group, noting down all the 'memories' that have come up.
5. Ask the secretaries to read their summaries of talks in individual groups out loud in front of class. Ask



students to rephrase each secretary's speech, checking for comprehension.

## II. Comparing objects

1. Ask students to name adjectives. List adjectives on blackboard.
2. Draw two figures on blackboard, one figure being taller than the other. Ask students to name both figures, then ask: Wer ist groesser? ... oder ... (using the names students gave). Should students have problems identifying and using the -er ending for comparative adjectives, write -er on blackboard.
3. Ask students more questions about the two figures (wer ist intelligenter, wer ist reicher, wer ist schoener, etc.), using the adjectives listed on blackboard.
4. Ask students to work in pairs, repeating the activity you just did. One student draws a picture of two objects or people and asks her/his partner questions using comparative.
5. Ask students to look at both pictures of city: heute und gestern, and to compare the two pictures using past and present tense of haben and sein.

## **7.0 APPENDICES**

**Appendix 7.1: Beim Arzt (at the doctor)**

Doktor: Guten Morgen Frau Fischer, wie geht es Ihnen?

Frau Fischer: Guten Morgen Frau Doktor. Es geht mir gar nicht so gut.

Doktor: Was fehlt Ihnen denn?

Frau Fischer: Ich habe Halsschmerzen und mein Ohr tut mir weh.

Doktor: Seit wann haben Sie die Schmerzen?

Frau Fischer: Mein Hals tut mir seit drei Tagen weh, aber die Ohrenschmerzen habe ich erst seit gestern.

Doktor: Na, da wollen wir mal schauen. Sagen Sie bitte einmal: Ahhh.

Frau Fischer: Ahhh.

Doktor: Ja, Ihr Hals ist rot und geschwollen. Ich werde mir jetzt das Ohr ansehen. Tut das weh?

Frau Fischer: Aua! Ja!

Doktor: Sie haben eine starke Angina. Haben Sie Fieber?

Frau Fischer: Vielleicht ein wenig hohe Temperatur.

Doktor: Ich werde Ihnen einige Tabletten gegen die Schmerzen und etwas gegen die Entzündung verschreiben.

Frau Fischer: Wie lange dauert es, bis die Angina abklingt?

Doktor: Drei bis vier Tage. Nehmen Sie diese Tabletten vier Mal am Tag, mit Milch. Sollte die Angina nicht weggehen, kommen Sie wieder.

Frau Fischer: Vielen Dank. Auf Wiedersehen.

Doktor: Auf Wiedersehen und Gute Besserung.

## Appendix 7.2: Future tense worksheet (beginner)

Make a sentence using the words given.

1. Andrea/zum/werden/gehen/Doktor/morgen  
\_\_\_\_\_
2. Wir/nach/San Moritz/fahren/werden  
\_\_\_\_\_
3. Meine Mutter/planen/die Party/werden  
\_\_\_\_\_
4. Klaus und Antje/heiraten/nächste Woche/werden  
\_\_\_\_\_
5. Ich/nicht/werden/gehen/zur Hochzeit/von Klaus und Antje  
\_\_\_\_\_
6. Du/glauben/werden/nicht/!  
\_\_\_\_\_
7. Andrea/nach der Schule/kommen/zu mir/werden  
\_\_\_\_\_
8. Zur Strafe/ihr/extra Hausaufgaben/bekommen/werden/!  
\_\_\_\_\_
9. Das/machen/Spaß/werden/!  
\_\_\_\_\_
10. Ich/in Deutschland/in drei Tagen/sein/werden.  
\_\_\_\_\_

### Appendix 7.3: Future tense worksheet (intermediate)

Directions: Put a check mark next to the sentences which express the future tense and a circle next to those sentences which express present tense.

- \_\_\_ 1. Ich sollte einkaufen gehen.
- \_\_\_ 2. Wie spaet ist es?
- \_\_\_ 3. Was willst du essen?
- \_\_\_ 4. Giebt es etwas interessantes im Fernsehen?
- \_\_\_ 5. Wir werden nach Italien fahren.
- \_\_\_ 6. Ich bleibe hier.
- \_\_\_ 7. Ich habe tierischen Hunger!
- \_\_\_ 8. Andreas schreibt seiner Mutter jeden Tag.
- \_\_\_ 9. Anette will nicht mit Klaus ausgehen.
- \_\_\_ 10. Komm, lass uns gehen!

#### Appendix 7.4: Making an appointment

Person A: Ich haette gern einen Termin.

Ich moechte einen Termin mit ...

Person B: Das laesst sich machen. Wann passt es Ihnen am Besten? Vormittags oder nachmittags?

Person A: Ich arbeite Dienstags bis Freitags bis 19 Uhr. Ginge es am Montag?

Person B: Montag den 15. August? Ja, da haben wir einen Termin frei. Um 15 Uhr?

Person A: Etwas spaeter, bitte.

Person B: 17 Uhr 45?

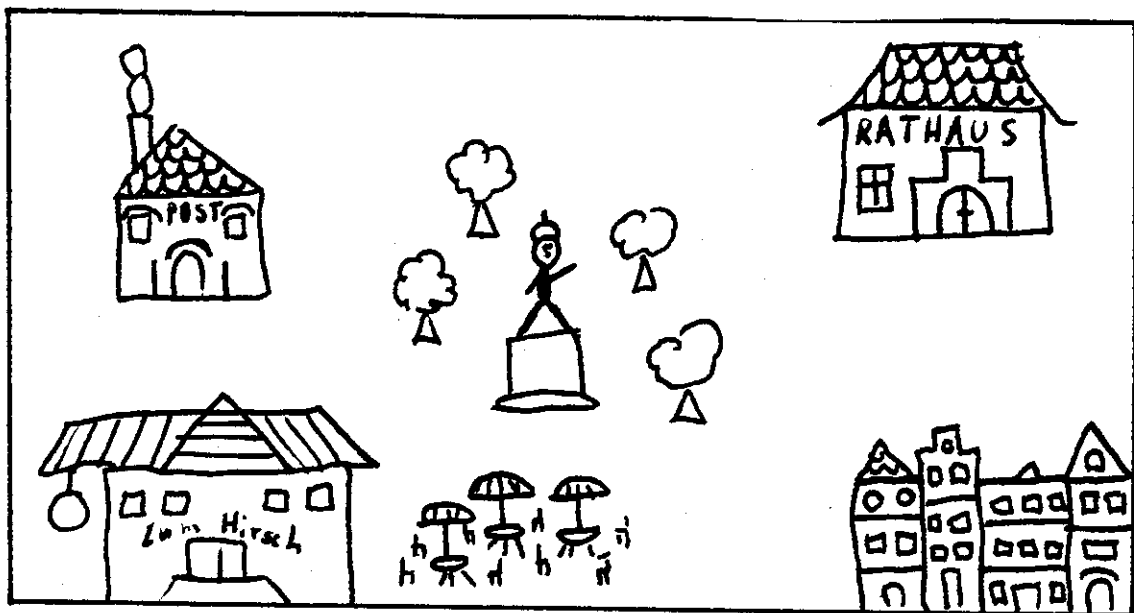
Person A: Ausgezeichnet. Vielen Dank.

Person B: Wir erwarten Sie dann am Montag, um 17 Uhr 45. Auf Wiederhoeren.

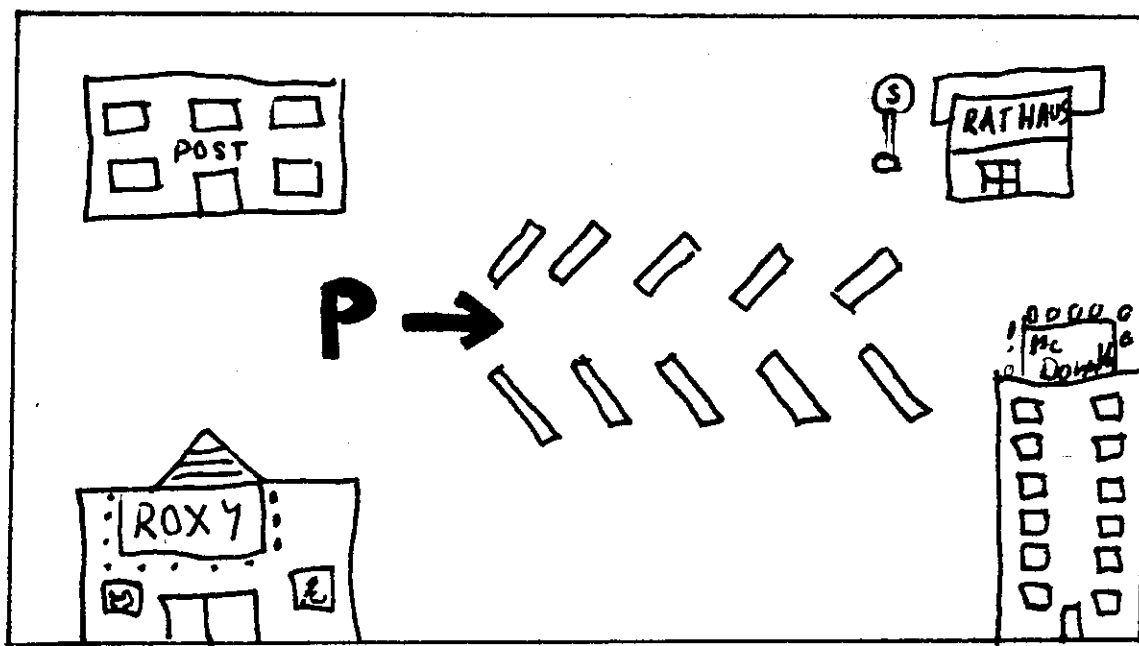
Person A: Auf Wiederhoeren.

Appendix 7.5: Die Stadt: gestern und heute

The city: yesterday and today



GESTERN



HEUTE



## MODULE THREE / DAY TWO

The Family and I      Meine Gastfamilie und ich

### Communicative Competencies

Language:

- to offer help (A)
- to ask for and understand instructions (D)
- to ask permission (C)

Culture:

- to develop a concept of polite behavior in a German family (B)
- to explore German family values (B)

### Structural Proficiencies

Beginning:

- modals: koennen, muessen, and duerfen
- conditional of koennen and duerfen
- present perfect tense with haben (E)

Intermediate:

- review beginning structures
- subordinate conjunctions: weil and denn

Time needed: 3 hours

## PROCEDURE

### A. To Offer Help

#### I. Making an offer to help

1. Ask students to list chores which they do around the house (washing dishes, shopping, etc.). Write chores on blackboard; be certain to list only nouns. Explain new vocabulary.
2. Ask students to name chores they should do while staying with host family. Add new chores to list on blackboard.
3. Write the sentence:  
Kann ich Ihnen/dir mit dem/der \_\_\_\_\_  
helfen? on the blackboard. Ask students to explain the difference between Ihnen and dir, and the usage of dem and der (gender).
4. Ask students to insert activities from the list into the sentence, thus practicing offering help.
5. Write declinations of conditional of koennen (ich koennte, du koenntest, etc.) on blackboard. Explain that the use of conditional of koennen expresses higher degree of politeness.

Teacher: Du bist bei der Grossmutter deiner Hostfamilie

zum Kaffee eingeladen. Du willst ihr helfen.

Was sagst du?

Student: Koennte ich Ihnen helfen?

Ask students to elicit other situations in which a greater degree of politeness is called for.

**B. To Develop An Understanding Of Polite Behavior In A German Family**

**I. Introducing or reviewing the modals: muessen, koennen, and duerfen**

1. Write the modals muessen, koennen, and duerfen on blackboard. Elicit or supply the irregular conjugations. Refer beginning students to Module 2, Day Five, the introduction and practice of the modals moechten and wollen.

2. Hand out copies of people chart; see Appendix 8.1. Practice modal verb forms by pointing to a picture on the handout, thus eliciting the personal pronoun relating to the picture, plus the correct modal verb form.

Teacher: (pointing to picture 2)

Student: Du darfst.

3. Ask students to make a longer sentence, using technique described in step 2. Pay special attention to word order.

Teacher: (pointing to picture 3)

Student: Sie darf morgen nach Hause fahren.

**II. Defining one's behavior in the family**

1. Ask students to name chores they must do, and in contrast, activities they are allowed to do (Ich muss

abwaschen, ich darf meine Mutters Auto fahren, etc.). List activities in two separate columns on the blackboard. Pay special attention to word order with the modals muessen, duerfen, and sollen.

### III. Defining one's polite behavior in the host family

1. Ask students to add duties and rules the student expects to do or follow in the host family. Discuss the validity of such duties and rules with the class in German. Pay special attention to modals and word order.
2. Ask students to write a short paragraph describing a situation in the host family in which the student has broken a rule. The students must offer a solution in the paragraph.
3. Collect the paragraphs and read them out loud. Pick one and enact situation, assuming role of host-mother or father.

Teacher: Unglaublich! Du bist eine Stunde zu spaet!

Student: Ich hatte keine Uhr, es tut mir leid.

Teacher: (screaming) Tut dir leid? Warum hast du keine Uhr? Warum rufst du nicht an? Macht man es so in den U.S.A.?  
etc.

4. Let students form pairs. Ask them to write a short skit based on the previously described conflicts. Encourage the exploration of culturally specific points (German sensitivity about punctuality, etc.). Emphasize that skits are serious, and they should not be taken lightly.
5. Ask students to perform their skits in front of class.

### C. To Ask For Permission

#### I. Using the modal verb moechten to state intent

1. Ask students to generate activities they like to do which require host parent's permission. List them on blackboard.
2. Ask students to form sentences using moechten, plus activities listed on blackboard. Pay special attention to word order.

Student: Ich moechte schwimmen gehen.

3. Ask students to add question to sentence formed in step 2, using conditional koennen or duerfen.

Student: Ich moechte schwimmen gehen. Koennte ich das?

or: Ich moechte schwimmen gehen. Duerfte ich baden gehen?

4. Let students practice this pattern by supplying students with additional activities.

Teacher: Kathy, du willst deine Eltern anrufen.

Student: Ich moechte meine Eltern anrufen. Koennte ich das?

Teacher: Joe, du willst deine Eltern anrufen.

Student: Ich moechte meine Eltern anrufen. Duerfte ich bitte telefonieren?

#### D. To Ask For And Understand Instructions

##### I. Introducing or reviewing transition signals (first, second, afterwards, etc.)

1. Hand out copies of transition signal list; see Appendix 8.2. Read out loud, asking students to repeat after you. Explain vocabulary.

##### II. Asking for instructions

- 1a. Ask students to form questions, asking for instructions. Remind students of phrases used when asking for help. Add additional questions if necessary (Ich weiss nicht, wie man ... macht, koenntest du es mir zeigen, erkl hoeren, etc.). List questions on blackboard.

- 1b. With cuisinaire rods build a simple sentence (subject, verb, complement). Use a different size and color rod to represent each word (blue rod: subject, green rod: verb, red rod(s): complement). Say the sentence, pointing to each rod while saying the corresponding word until students completely understand symbolic meaning of each rod.

Subject	Verb	Complement
---------	------	------------



- 2b. Add a dependent clause starting with weil, using identical color rods to represent subject, verb, and complement.

Subject	Verb	Compl.	weil	Subject	Verb	Compl.
---------	------	--------	------	---------	------	--------

Pointing to rods, say sentence out loud. Repeat until students have memorized the meaning of each rod.

- 3b. Ask students to form sentences using weil. Ask students to lay these sentences out using rods. Students must keep color code established by teacher. Practice until students have error-free word order.
- 4b. Practice word order orally with weil by asking students questions starting with why.

### III. Understanding instructions

1. Write on blackboard: Wie man sich die Schnuersenkel zubindet. Explain vocabulary.
2. Give instructions on how to tie a shoelace, using transition signals. Follow your own instructions.
3. Repeat step 2 without performing the commands, asking your students to follow the instructions.

4. Ask students to write instructions for everyday tasks (how to wash one's hands, how to boil water, how to make a peanut butter sandwich, etc). Students read their instructions in front of class.
5. Ask students to write instructions on brown paper. Help students with grammar and vocabulary. Display papers on classroom walls.

## **E. To Use The Present Perfect Tense With Haben**

### **I. Identifying present perfect structure with haben**

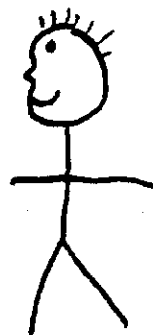
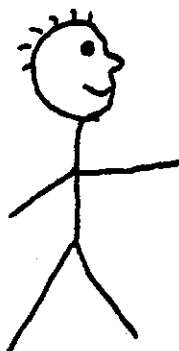
1. Hand out copies of story; see Appendix 8.3. Read story out loud twice. The second time ask students to repeat each sentence after you.
2. Ask student to identify the structure of present perfect tense with haben (present tense of haben, plus past participle).
3. Ask students to group verbs into two categories, those taking the past participle ending -en or -t. Give grammatical explanation for differing endings.
4. Give students additional verbs using haben as helping verb. Ask students to form sentences in present perfect tense, using given verbs. Give special emphasis to word order.
5. Ask students to write a paragraph in present perfect tense, using verbs in story and those given. Collect stories and correct.

## **8.0 APPENDICES**

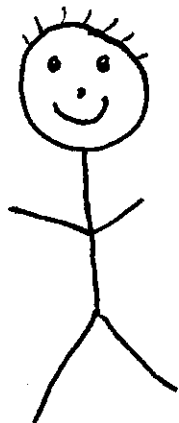
Appendix 8.1: People chart



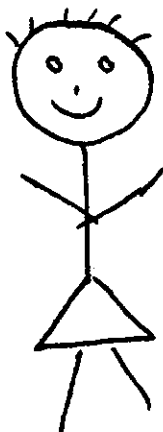
1



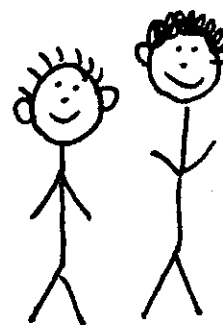
2



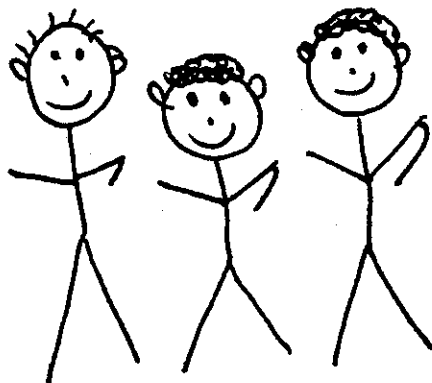
3



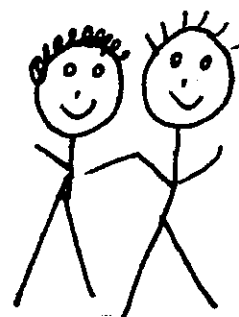
4



7



5



6

## Appendix 8.2: Transition-signal list

als erstes

zuerst

am Anfang

erstens

als zweites

danach

zweitens

als drittes

anschliessend

als naechstes

drittens

(this is not a complete list; these are common expressions)

### **Appendix 8.3: Present perfect story with haben**

Gestern hatte ich einen guten Tag. Ich habe keine Hausaufgaben gemacht. Ich habe mit Katrin gespielt. Katrin ist meine beste Freundin. Wir haben uns ein Haus aus Pappkartons im Garten gebaut. Die Kartons haben wir aus Frau Meyers Garten geklaut. Unser Haus hat wunderschön ausgesehen. In Katrins Keller haben wir Farbe gefunden und damit haben wir unser Haus angemalt.

Doch dann hat uns Frau Meyer gesehen. Sie hat ganz doll geschimpft. "Meine Kartons!" hat sie geschrien. Ich habe mich ganz schlecht gefuehlt. Katrin auch. Warum hat sie uns bloss gesehen. Ich habe geweint, aber Frau Meyer hat gesagt, dass das nichts hilft. Wir haben dann unser Haus abgebaut und haben die bunten Kartons wieder zu Frau Meyer gebracht. Frau Meyer hat dann ein schlechtes Gewissen gehabt, weil ich geweint habe. Zum Schluss hat sie Katrin und mir Geld fuer ein grosses Eis gegeben.

Es war ein guter Tag!

### **Module Three / Day Three**

Was ist meine Kultur?    What is my culture?

#### Communicative Competencies

Language:

- to be able to describe the differences/similarities between the U.S. and Germany (A)

Culture:

- to become aware of the differences/similarities between the U.S. and Germany

#### Structural Proficiencies

Beginning:

- superlative
- present perfect with sein

Intermediate:

- review beginning structures
- subordinating conjunctions

Time needed: 3 hours



## PROCEDURE

### A. To Become Aware Of Differences/Similarities between the U.S. and Germany

#### I. Becoming aware of differences between the U.S. and Germany

1. Give students copies of hand out; see Appendix 9.1. Read outloud and go over vocabulary.
2. Divide the class into groups of five. Answer additional questions. Give students twenty minutes to do the activity. Discussions have to be in German. Each group has to come to decisions by consensus.
3. Bring students together again. Ask one student in each group to report the content of her/his group's parcel, giving the reason for each item. Write items on blackboard. List differing items separately.
4. Encourage discussion about the validity of different items chosen. Do all represent America? Why?

#### II. Exploring cultural similarities between the U.S. and Germany

1. Ask students to list activities, events and customs which

seem German to them. Encourage students to look for counterparts in U.S. culture (soccer/football, Fasching/Mardi Gras, to scatter flowers at a wedding/to throw rice at the newly-weds, etc.). Add your own examples to list.

2. Divide class into two teams. Each group has to prepare questions, following the trivial pursuit format. Questions are divided into two groups. Group 1 questions are trivia questions about Germany, including areas of sports, art, geography, history, and politics. The second group of questions contains questions about the U.S. in the same areas. Each team has to prepare at least 20 questions in each group.
3. Collect questions and proofread, keeping questions from each team separate.
4. Read questions out loud, alternating between American and German questions, as well as asking both teams questions of other team. Credit one point for each correct answer. The team with the most points wins.

**B. To Be Able To Describe Differences/Similarities Between  
The U.S. And Germany**

**I. Introducing and practicing the superlative**

1. Draw 2 stick figures one of which is bigger than the other on blackboard. Review comparative by asking questions like: Wer ist groesser?, Wer ist intelligenter, etc.
2. Draw a third, bigger figure next to existing figures and write: am + verb + stem on blackboard. Say: (name) ist am groessten.
3. Ask questions, using the comparative and superlative. Continue with exercise until students use the superlative correctly.
4. Ask students to write down statements referring to Americans and Germans (Deutsche spielen am besten Fussball in der Welt, Amerikaner fahren am meisten Auto, etc.). Ask students to read statements out loud and discuss those with students.

**II. Exploring cultural differences between the U.S. and Germany further**

1. Divide class into 2 groups. Each group will produce a

skit, showing difficulties of an exchange student in her/his host family. One group writes, practices, and performs a skit showing an American exchange student living and adjusting in a German host family; the other group presents the same situation of a German exchange student in an American host family. The skits should contain three acts; the first showing the arrival of the exchange student, focussing on culturally determined behavior in greeting situations. Review differing behavior briefly.

The second act takes place at the dinner table, focussing on food (liver on German plates, watching T.V. while eating dinner in America, etc.), interactions and eating behavior (usage of silverware, etc.). Explore possible points of differing behavior with students.

The third act focusses around activities the host family has planned for the exchange student to show her/him authentic host country living (playing baseball, hiking up a mountain, etc.). Explore possible activities with students.

2. Ask students to write skits, dividing each group into three subgroups, each subgroup writing one act. Walk around assisting students with writing.
3. Divide each group into committees, assigning tasks of costume preparation (provide paper and markers), prop improvisation, and copying of scripts.

4. Give students ample time to practice skits. Assist students with pronunciation. (The skits could be performed at the finale banquet, marking end of pre-departure program, videotaped, or performed in Germany for host families.)

### III. Introducing the present perfect tense with sein

1. Give students copies of hand out, see Appendix 9.2. Read text out loud once. Repeat, going sentence by sentence, asking students to repeat after you. Go over unfamiliar vocabulary.
- 2a. Ask students to work in pairs, listing all the verbs in the letter and dividing them into two groups: verbs using haben, and verbs using sein to form the present perfect tense. Ask students to look for similarities between the verbs taking sein, and to develop a grammatical explanation.
- 2b. Do activities described in step 2a. In addition ask intermediate students to list all the subordinate conjunctions and to develop an explanation of word order in the present perfect tense.
3. Go over explanations, and discuss validity.
4. Ask comprehension questions, see Appendix 9.3. Pay

special attention to present perfect tense and word order.

5. Instruct students to turn over their copies, so that they are unable to read the paragraph. Ask students to verbally reconstruct the paragraph. Pay special attention to present perfect tense and (for intermediate students) word order with subordinate conjunctions.

#### IV. Practicing the present perfect tense

1. Give students copies of hand out, listing irregular past participles, see Appendix 9.4. Ask students to form sentences orally, using these irregular past participles.
2. Ask students to work in pairs, and to prepare a five minute speech, reporting on their trip abroad. If available, give students German magazines or travel brochures to research facts or to illustrate their speech. The report can be based on personal experiences in the host family, at a cultural event, or geographical place of interest. The speech must be written in the present perfect tense.
3. Ask each pair to read their speech in front of the class. Ask the class comprehension questions after each speech. Pay special attention to present perfect tense and (with

intermediate students) word order with subordinate conjunctions.

## **9.0 APPENDICES**



### **Appendix 9.1: Welchen Gegenstaend wuerden Sie waehlen?**

In der Bundesrepublik gibt es eine Kleinstadt, in der die Menschen noch nie etwas von den Vereinigten Staaten gehoert haben. Die Bewohner der Stadt sind sehr phantasievolle Menschen. Der Buergermeister dieser Stadt hat den Praesidenten der U.S.A. gebeten, dass die U.S.A. ein Packet zu dieser Stadt schicken soll, in der sich zweielve Geghenstaende befinden, die die U.S.A. repraesentieren.

Sie sind die Auswahlkommission und sollen bestimmen, welche Gegenstaende in die Stadt geschickt werden.

Bitte beachten Sie, dass die Gegenstaende ein Bild von den heutigen U.S.A. geben sollen, nicht von der Geschichte Amerikas. Die Kiste ist 1 x 1 x 1 Meter gross. Zu lange, oder grosse Gegenstaende koennen Sie nicht senden.

Hier ist eine Liste mit moeglichen Gegenstaenden, aber Sie muessen mindestens zwei Dinge waehlen, die nicht auf dieser Liste stehen.

Ein Liter Erdoel

Ein Film mit ...

Ein Woerterbuch des amerikanischen Englisches

Ein Miniaturfernsehgeraet

Eine Pistole

Eine Fahrkarte nach Disneyland

Eine leere Schachtel von Kentucky Fried Chicken

Ein Bikini

Eine Schachtel Beruhigungstabletten

Ein Paar Tennis Schuhe  
Ein Pornomagazin  
Ein Reagenzglas  
Eine Bible  
Einen Autoschlüssel  
Ein Marihuanajoint  
ein Paar getragene Blue Jeans  
Ein T-shirt, auf dem "Gay Rights" gedruckt steht  
Ein Telefonbuch aus ...  
Ein Muellsack von einer Mittelsschichtfamilie  
Die letzte State of The Union Address des amerikanischen  
Praesidenten

## Appendix 9.2: Present Perfect with sein

Hamburg, den 8. 8. 87

Liebe Crima,  
gestern bin ich in Deutschland angekommen. Der Flug war recht lang, aber gluecklicherweise hat es einen interessanten Film gegeben. Meine Familie hat mich am Flughafen erwartet. Ich war sehr nervoes, habe alle aber sofort erkannt. Sie sind nett, haben ein bisschen Englisch mit mir gesprochen, aber jetzt nur noch auf deutsch. Wir sind mit dem Auto, leider kein Mercedes, zu der Oma gefahren, weil die auch mich kennenlernen wollte. Dort haben wir erstmal gegessen (Schnitzel), und dann sind meine Host Schwester und ich in den Garten gegangen. Dort sind wir rumgelaufen, und haben Versteck gespielt. Na ja, sie ist nur sechs Jahre alt. Dann bin ich wieder ins Haus gegangen, und habe gefragt, wie spaet es ist. Wir sind dann abgefahren, zu dem Haus meiner Gasteltern. Hier bin ich erstmal ins Bett gefallen, weil es fuer mich schon so spaet gewesen ist. Heute morgen bin ich die Treppe runtergehuepft und habe mein erstes deutsches Fruehstueck gegessen. Keine Eier! Nur Brot und Marmelade. Ich werde bald wieder schreiben.

Alles Gute, Deine Lisa

## Appendix 9.2: Comprehension Questions

1. Wo ist Lisa hingeflogen?
2. War der Flug lang?
3. Hat die Familie sie abgeholt?
4. Hat die Familie Deutsch gesprochen?
5. Wohin ist die Familie gefahren?
6. Was hat Lisa dort gemacht?
7. Was haben Lisa und die Gastschwester im Garten gemacht?

#### Appendix 9.4: Irregular past participles

beginnen	begonnen	to begin
bitten	gebeten	to request
bleiben	geblieben *	to stay
bringen	gebracht	to bring
denken	gedacht	to think
essen	gegessen	to eat
fahren	gefahren *	to drive
fallen	gefallen *	to fall
finden	gefunden	to find
fliegen	geflogen *	to fly
frieren	gefroren	to freeze
geben	gegeben	to give
gehen	gegangen *	to go
heben	gehoben	to lift
helfen	geholffen	to help
kennen	gekannt	to know
kommen	gekommen *	to come
laufen	gelaufen *	to run
liegen	gelegen	to lie (in bed)
luegen	gelogen	to lie
nehmen	genommen	to take
schreiben	geschrieben	to write
schwimmen	geschwommen	to swim
sehen	gesehen	to see
singen	gesungen	to sing
sitzen	gesessen	to sit

sprechen	gesprochen	to speak
stehen	gestanden *	to stand
sterben	gestorben *	to die
treffen	getroffen	to meet
trinken	getrunken	to drink
wissen	gewusst	to know

(verbs with \* take to be as their helping verb)

## DAY TEN

Wir sprechen Deutsch      We speak German

### Communicative Competencies

Language:

- to use communicative competencies learned in prior modules (C)
- to use slang (A)

Culture:

- to begin to distinguish observation from judgement (B)

### Structural Proficiencies

Beginning:

- review structures learned in prior modules

Intermediate:

Time needed: 3 hours

## PROCEDURE

### A. To Learn Slang

#### I. Introducing slang expressions

1. Give students copies of hand out; see Appendix 10.1. Ask students to read the dialogue and to underline slang expressions.
2. Read through the dialogue, asking students to point out slang. Elicit meaning from students, encouraging them to rely on cognates. Go over each expression, explaining culturally appropriate usage.
3. Ask students to have conversations, using the slang expressions. After allowing students to practice in pairs, ask students to perform the dialogue in front of the class.



## B. To Begin To Distinguish Observation From Judgement

### I. Describing a picture

1. Show students a picture showing a person (or people) doing something. The picture needs to show activities and people which can be easily described. Ask students to describe what they see. Write the statements on blackboard.
2. Write the terms Beobachtung and Beurteilung on blackboard. Explain terms to students. Ask students to group their statements as either under observation or judgement.
3. Explore with students which judgements can be based on the observations.

## C. To Use Communicative Competencies Learned In Prior Modules

### I. Solving Problems on the telephone

1. For this activity it would be helpful to use the teletrainer (a telephone simulator). Should this not be available, ask each student to sit back to back with you, as you take the role of the person on the other end.

Give each student a copy of the hand out, see Appendix 10.2. Assign problems to students, taking ability into consideration. This exercise is set up to give the student a feeling of achievement and success. Give students five minutes to familiarize themselves with the problem.

2. Ask one student at a time to use the teletrainer (or to sit back to back with you). Take the role of the person being called. Be as challenging and German as possible, without letting the student give up in despair. These conversations could be taped to be replayed after each student solved his/her problem.

### II. Predicting the future of classmates

1. Give each student a large piece of brown paper and a marker. Ask students to write their name on top of the paper and to hang it on the wall with tape.

2. Ask students to walk around and to write one prediction on each of the students' papers (Carole: Sie wird verheiratet sein, John: Er wird drei Kinder haben, etc.). Assist students with vocabulary. The sentences must be in the future tense.
3. After students have finished, let everyone sit in the middle of the room, looking at the papers. Ask each student to read the predictions which other students have made about them.

### III. Closing exercise

1. Ask students to sit in a circle. Ask every student to say something about each classmate. Go around in a circle, with everyone saying something about x student, then repeat with y student. Continue until every student has been spoken about.

## **10.0 APPENDICES**

### Appendix 10.1: Slang expressions

Frauke: Also, ich hab echt keinen Bock hier zu Hause rumzuhaengen. Ich will action.

Klaus: Du immer mit deiner action. Du gehst mir total auf den Nerv.

Frauke: Nun sei doch nicht so lahmarschig, ich will mal wohin, wo was abgeht.

Klaus: O.k., dann zieh dir die Klamotten an, versuchen wir's in der Disco.

Frauke: Also die Szene haengt mir zum Hals raus, das ist jedesmal derselbe Frust, die Typen haengen nur rum.

Klaus: Dann lass uns einen Zug durch die Kneipen machen, das faende ich echt scharf.

Frauke: Ich steh auf die neue Neon-Kneipe, die ist heiss.

Klaus: Okay, aber du musst mir Kohle leihen. Ich bin total abgebrannt.

Frauke: Mensch, du denkst auch immer, von mir kannst du abzocken. Also gut.

Frauke und Klaus gehen in die Kneipe. In der Kneipe geht das Gespraech weiter.

Klaus: Was ist denn das hier fuer eine Bude? Das ist ja oede hier.

Frauke: Ich find's total abgefahren.

Klaus: Also die Musik und das Licht turnen mich total ab. Ich halt's hier nicht aus, mit der ganzen Plastikkultur.

Frauke: Mann, du oedest mich an, mit deinem Oeko-Trip.

2nd  
copy

Klaus dein No-Future Trip ist auch nicht  
mehr so ganz frisch.

Frauke: Mensch, sei doch nicht so cool, lass uns noch was aus  
dem Abend machen.

Klaus: O.k., O.k., honey, ist gebongt.

## Appendix 10.2.: Telephone problems

Sie haben Probleme mit Ihren Mathematikhausaufgaben. Rufen Sie bei Ihrem Mitschueler an, und beraten Sie sich mit Ihm.

An einem Nachmittag sind Sie allein zu Hause. Die Gasteltern werden recht spaet wiederkommen. Da bemerken Sie, dass die Toilette verstopft ist und das Wasser laeuft ins Badezimmer. Rufen Sie sofort einen Klempner an und berichten Sie ihm von der Situation.

Sie wollen eine Freundin anrufen, haben aber die Telefonnummer verloren. Die Freundin heisst Heidi Stein und lebt in Berlin. Rufen Sie die Auskunft an und fragen Sie nach der Nummer.

Sie waren mit einem Freund im Restaurant. Als Sie die Rechnung erhalten, merken Sie, dass Sie nicht genuegend Geld mithaben. Ihr Freund kann nur seine Rechnung bezahlen. Rufen Sie zu Hause an und erklaren Sie das Problem Ihren Gasteltern.